



DIAGNOSTIC REVIEW REPORT

FOR

LINCOLN COUNTY SCHOOLS

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Stanford, Kentucky
40484

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March 23 - 26, 2014



North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools/Systems and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school and system effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that “in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement” and that “...lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce.”

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institutions’ vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

<i>Standard 1 – Purpose and Direction</i>	Standard Performance Level
The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	2.5

Indicator		Source of Evidence	Performance Level
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	3

Indicator		Source of Evidence	Performance Level
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2
1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator		Source of Evidence	Performance Level
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	3

Indicator	Opportunity for Improvement
1.2	Develop policies and procedures that ensure all schools engage in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.
Rationale	

Stakeholder Survey Data

- According to survey data, 55.14% of the parents agree or strongly agree with the statement, “Our school’s purpose statement is formally reviewed and revised with involvement from parents,” suggesting nearly half of the parents cannot confirm the opportunity to be involved in this process.

Stakeholder Interviews, Document and Artifact Review

- The superintendent indicated in her overview that the schools in the district have developed vision and mission statements, but need to develop beliefs and values statements to support their purpose and direction.
- In her formal presentation to the Diagnostic Review Team, the superintendent explained that the school district’s statement of vision and mission was revised in 2012 with the vision of “Every student, Every classroom, Every day - Career and Citizenship Ready.” This vision was created with stakeholder involvement.
- The superintendent shared her personal values and beliefs with district leaders, which led to the development of a shared set of values and beliefs. However, there is no evidence that shared values and beliefs exist in all schools. There is also no evidence that there is a written formalized monitoring process to ensure the schools’ values and beliefs are aligned with the district’s purpose and direction.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly “influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization.” With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<i>Standard 2 – Governance and Leadership</i>	Standard Performance Level
The system operates under governance and leadership that promote and support student performance and system effectiveness.	2.3

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Superintendent's Overview• Previous KDE Leadership Assessment• KSBA policies• Lincoln County board policies, procedures, practices• Superintendent's Overview• Financial Audit documents• KDE School Report Card• AdvancED Stakeholder Survey data• Stakeholder interviews including board members, district staff, school administrators, community members• Student performance data• Review of documents and Artifacts	3

Indicator		Source of Evidence	Performance Level
2.2	The governing body operates responsibly and functions effectively.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KSBA policies • Financial Audits • Personnel Handbook • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews, including superintendent, board members, district and school leaders, community members • Review of documents and Artifacts 	2
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Board policies and procedures • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator		Source of Evidence	Performance Level
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Board Policies and Procedures • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	3

Indicator		Source of Evidence	Performance Level
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • Board policies, practices, and procedures • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator	Opportunity for Improvement
2.6	Examine the effectiveness of current supervision and evaluation processes. Use the results of this examination to further develop and implement revised processes leading to improvement in professional practice in all areas of the system as well as student success. Further ensure that the results from supervision and evaluation processes are carefully analyzed and used to monitor and adjust professional practice throughout the system to improve student learning.
Rationale	

Student Performance Data

- A review of 2012 and 2013 School Report Cards for Lincoln County High School reveals that although there has been some improvement in student achievement, the extent to which data is analyzed and used to adjust professional practice and ensure learning is not apparent.
 - Lincoln County High School's overall state accountability scores improved from 57.6 in 2012 to 61.7 in 2013. This increase resulted in Lincoln County's ranking among Kentucky districts changing from the 67th percentile to the 83rd percentile. The graduation rate and the number of students demonstrating college and career readiness also showed improvement.
 - School Report Cards indicate that there was an increase in the number of Novice and Apprentice learners in the areas of reading, math, and writing while the percentage of students performing at Proficient and Distinguished levels declined in the same subjects.

- The school remains below the state average for students scoring at Novice and Apprentice levels in math, social studies, and language mechanics. It is above the state average for students scoring at Novice and Apprentice levels in reading and writing, and significantly above the state average for students scoring at Novice and Apprentice levels in science. As illustrated in the chart below, the school remains significantly below the state average for students scoring at Proficient and Distinguished levels in the areas of reading, science, and writing.

	2012 School % Novice & Apprentice	2013 School % Novice & Apprentice	2013 State % Novice & Apprentice	2012 School % Proficient & Distinguished	2013 School % Proficient & Distinguished	2013 State % Proficient & Distinguished
Reading	45	55.2	44.2	55.1	44.8	55.8
Math	55.5	62.1	64	44.5	37.9	36.0
Science	82	80.5	63.7	18.0	19.6	36.3
Social St	52	48.1	48.7	48.0	51.9	51.3
Writing	57.4	59.9	51.8	42.6	40.0	48.2
Language Mechanics	53	48.2	48.6	47.1	51.8	51.4

Classroom Observation Data

- Classroom observation results from Lincoln County High School, which are detailed elsewhere in this report, do not suggest that school or district leaders have developed highly effective supervision and evaluation processes that ensure all students have access to equitable and challenging learning experiences leading to next level success.
 - The Equitable Learning Environment received an overall rating of 2.0 on a 4 point scale. Components within this environment included:
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 16% of classrooms.
 - Instances in which students know that rules and consequences were fair, clear, and consistently applied were evident/very evident in 39% of classrooms.
 - The High Expectations Learning Environment was rated at 2.1 on a 4 point scale. Components within this environment included:
 - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 31% of classrooms.
 - Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 34% of classrooms.

- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 28% of classrooms.
- The Supportive Learning Environment was rated at 2.3 on a 4 point scale. Components within this environment included:
 - Instances in which students took risks in learning (without fear of negative feedback) were evident/very evident in 40% of classrooms.
 - Instances in which students were provided support and assistance to understand content and accomplish tasks were evident/very evident in 39% of classrooms.
 - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 22% of classrooms.
- The Active Learning Environment was rated at 2.1 on a 4 point scale. Components within this environment included:
 - Instances in which students had several opportunities to engage in discussions with teacher(s) and other students were evident/very evident in 37% of classrooms.
 - Instances in which students were actively engaged in learning activities were evident/very evident in 36% of classrooms.
- The Progress Monitoring Environment was rated at 2.1 on a 4 point scale. Components within this environment included:
 - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 26% of classrooms.
 - Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 30% of classrooms.
 - Instances in which students demonstrated or verbalized understanding of the lesson/content were evident/very evident in 33% of classrooms.
- The Well-Managed Environment was rated at 2.3 on a 4 point scale. Components within this environment included:
 - Instances in which students followed classroom rules and worked well with others were evident/very evident in 39% of classrooms.
 - Instances in which students collaborated with other students during student-centered activities were evident/very evident in 26% of classrooms.
 - Instances in which students knew classroom routines, behavioral expectations, and consequences were evident/very evident in 45% of classrooms.

Stakeholder Survey Data

- Despite the fact that classroom observation data reveals wide variation in the use of effective instructional practices, a review of stakeholder survey results indicates that the staff is highly satisfied with existing evaluation and supervision processes.
 - 90.2% of staff agree or strongly agree with the statement, “Our school’s leaders regularly evaluate staff on criteria designed to improve teaching and learning.”
 - 88.23% of staff agree or strongly agree with the statement, “Our school’s leaders ensure all staff use supervisory feedback to improve student learning.”

Review of Artifacts and Documents

- The district has fully engaged in the training and piloting of the new Professional Growth and Evaluation System and has indicated in interviews that the process will be more fully implemented in the 2014-15 school year.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of “student motivation, parental involvement” and the “quality of leadership” (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school’s curriculum and instructional program should develop learners’ skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers’ pedagogical skills occur most effectively through collaboration and professional development. These are a “necessary approach to improving teacher quality” (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in “active organizational learning also have higher achieving students in contrast to those that do not.” Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, “supports teachers by creating collaborative work environments.” Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage

students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<i>Standard 3 – Teaching and Assessing for Learning</i>	Standard Performance Level
The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	2.4

Indicator		Source of Evidence	Performance Level
3.1	The system’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	3
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Card• AdvancED Stakeholder Survey data• ELEOT Classroom Observation data• Stakeholder interviews• Review of documents and Artifacts	2
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Card• AdvancED Stakeholder Survey data• ELEOT Classroom Observation data• Stakeholder interviews• Review of documents and Artifacts	3

Indicator		Source of Evidence	Performance Level
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	3
3.6	Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator		Source of Evidence	Performance Level
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	3
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator		Source of Evidence	Performance Level
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator		Source of Evidence	Performance Level
3.11	All staff participates in a continuous program of professional learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	3
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator	Opportunity for Improvement
3.2	Develop and implement a continuous improvement process that has clear guidelines to ensure curriculum, instruction, and assessment are monitored and adjusted based on student performance and observational data.
Rationale	

Student Performance Data

- A review of 2012 and 2013 School Report Cards revealed mixed results for both ACT and End-Of-Course data, which does not suggest that the system has developed effective processes for continually monitoring and adjusting curriculum, instruction, and assessment based on data.
 - There was an increase in the number of students scoring at Novice and Apprentice levels in reading, math, and writing, while the percentage of students performing at Proficient and Distinguished levels declined in those same subjects.
 - Lincoln County High School remains below the state average for students scoring at Novice and Apprentice levels in math, social studies, and language mechanics. The school is above the state average for students scoring at Novice and Apprentice levels in reading and writing, and significantly above the state average for students scoring at Novice and Apprentice levels in science. Lincoln County High School remains significantly below the state average for students scoring at Proficient and Distinguished levels in the areas of reading, science, and writing.

	2012 School % Novice & Apprentice	2013 School % Novice & Apprentice	2013 State % Novice & Apprentice	2012 School % Proficient & Distinguished	2013 School % Proficient & Distinguished
Reading	45	55.2	44.2	55.1	44.8
Math	55.5	62.1	64	44.5	37.9
Science	82	80.5	63.7	18.0	19.6
Social St	52	48.1	48.7	48.0	51.9
Writing	57.4	59.9	51.8	42.6	40.0
Language Mechanics	53	48.2	48.6	47.1	51.8

- Mixed assessment results along with modest improvement gains on ACT and other state assessments, such as End-of-Course, may suggest deficiencies regarding academic rigor, curriculum alignment, consistent use of differentiated strategies, and pacing.

ACT	English <i>SCHOOL</i>	English <i>STATE</i>	Math <i>SCHOOL</i>	Math <i>STATE</i>	Reading <i>SCHOOL</i>	Reading <i>STATE</i>	Science <i>SCHOOL</i>	Science <i>STATE</i>	Comp. <i>SCHOOL</i>	Comp. <i>STATE</i>
2013	18.8	18.4	19.0	18.9	20.0	19.4	20.1	19.5	19.6	19.2
2012	18.7	18.4	18.4	18.8	19.5	19.0	19.1	19.1	19.0	19.0

- Between 2012 and 2013, student performance improved on most K-PREP End-of-Course assessments. However, the number of students performing at Proficient and Distinguished levels on English End-of-Course assessments declined from 56.6 in 2012 to 46.6 in 2013. In addition, there was a slight decline in students performing at Proficient and Distinguished levels on the Algebra II EOC from 46.9 in 2012 to 45.6 in 2013. Although there was a slight increase from 18.6 in 2012 to 20.2 in 2013 on the Biology EOC, it is significantly lower than the 2013 state Proficient/Distinguished percentage of 36.3.

	2012 <i>School</i> % Novice & Apprentice	2013 <i>School</i> % Novice & Apprentice	2013 State % Novice & Apprentice	2012 <i>School</i> % Proficient & Distinguished	2013 School % Proficient & Distinguished	2013 State % Proficient & Distinguished
Grade 11 Writing	54.1	37.3	38.3	45.8	62.7	61.7
English II	43.4	53.4	44.2	56.6	46.6	55.8
Algebra II	53.1	54.5	64.0	46.9	45.6	36.0
Biology	81.4	79.8	63.7	18.6	20.2	36.3
U.S. History	49.4	36.7	48.7	50.6	63.3	51.3

- Student growth data indicates a slight decrease (65.4 to 61.5) in the percentage of students who made typical or higher growth in reading as compared to their academic peers.

	READING		MATH	
	PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH		PERCENT MAKING TYPICAL OR HIGHER ANNUAL GROWTH	
	DISTRICT /Lincoln County HS	STATE Kentucky	District/Lincoln County HS	STATE Kentucky
2013	61.5	56.9	67.1	57.3
2012	65.4	59.0	48.1	57.9

- This decline may suggest possible deficiencies regarding 1) pacing or rigor in academic courses, 2) high expectations for student achievement, 3) vertical and horizontal curriculum development, 4) effective formative assessment practices that guide modification of instruction or curriculum, 5) monitoring and supervision of instructional quality, and 6) availability of differentiated instruction targeting individual student needs.

Classroom Observation Data

- Classroom observation data does not indicate that school or system leaders have been highly effective in developing practices that ensure curriculum, instruction, and assessment are consistently monitored and adjusted in response to multiple assessments of student learning and examination of professional practice.
 - Instances in which students were provided support and assistance to understand content and accomplish tasks were evident/very evident in 39% of classrooms.
 - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 22% of classrooms.
 - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 26% of classrooms.
 - Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 30% of classrooms.
 - Instances in which students demonstrated or verbalized understanding of the lesson/content were evident/very evident in 33% of classrooms.
 - Instances in which students had opportunities to revise/improve work based on feedback were evident/very evident in 36% of classrooms.

Stakeholder Survey Data

- Survey data indicates that some teachers monitor and adjust curriculum, instruction, and assessment based on data, but more than 40% of staff feel this area is in need of improvement.
 - 57.45% of staff agree or strongly agree with the statement, “All teachers in our school monitor and adjust curriculum, instruction and assessment based on data from student assessments and examination of professional practice.”
 - Only 30.74% of students indicated that they agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”

Stakeholder Interviews, Document and Artifact Review

- Interviews with school leaders indicate the following:
 - There is not a clear process for ensuring that coaching feedback is implemented with fidelity.
 - Teachers do not know how to use formative assessment data to make immediate and ongoing adjustments to instruction.
 - Next year’s focus will be on establishing a classroom learning system.

- Interviews with district leaders and school staff reveal district walkthroughs occur at the high school on a quarterly basis.
- Review of documents and interviews with school and district personnel indicate an inconsistent process for revision of curriculum maps and assessments across all content areas. For example, there is a significant amount of documentation for a process in English/Language Arts, with little or no documentation of a process for other content areas.

Indicator	Opportunity for Improvement
3.6	Develop policies, support and monitor practices that ensure the implementation of an instructional process that clearly informs students of learning expectations and standards of performance and provides for 1) the use of exemplars to guide inform students, 2) the use of multiple assessment types (formative and summative) to guide possible modification of instruction, 3) appropriate, specific and immediate feedback to students about their learning.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data suggests that the school district and Lincoln County High School have not established and implemented an instructional process that is being systematically implemented to ensure all students know and understand learning expectations, have models of high quality work, and are provided alternative instructional approaches based on formative assessment data.

Classroom Observation Data

- While unit and lesson plan templates require the identification of assessments and learning targets, classroom observations suggest that, while learning targets were written on the board, they were not effectively communicated to students. In addition, clear performance expectations were not established.
 - Instances in which students were provided exemplars of high quality work were evident/very evident in 28% of classrooms.
 - Instances in which students understand how their work was assessed were evident/very evident in 28% of classrooms.

Stakeholder Survey Data

- Staff survey data does not indicate that LCHS effectively provides specific and timely feedback and utilizes multiple assessments to modify instruction and support student learning.
 - 44.68% of staff agree or strongly agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning."
 - 63.83% of staff agree or strongly agree with the statement, "All teachers in our school use multiple types of assessments to modify instruction and to revise the curriculum."

Stakeholder Interviews, Document and Artifact Review

- District leadership and school personnel noted that exemplars were not regularly used as part of classroom instruction.
- Artifact review did not support the use of exemplars and learning expectations (i.e., rubrics) in all classrooms.

Indicator	Opportunity for Improvement
3.8	Design, implement, and evaluate meaningful programs at the school and district level which engage families as active participants in their child's education and ensure families are provided multiple ways of staying informed of their child's learning.
Rationale	

Stakeholder Survey Data

- Survey data does not indicate that parents are provided opportunities to be involved in meaningful ways in the child's education.
 - 46.81% of staff agree or strongly agrees with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."
 - 45.97% of students agree or strongly agree with the statement, "My school offers opportunities for my family to become involved in school activities and my learning."
 - 55.21% of parents agree or strongly agree with the statement, "All of my child's teachers help me to understand my child's progress."

Stakeholder Interviews, Document and Artifact Review

- Interviews with district leadership indicated that:
 - The newly established Title 1 Advisory Committee, made up of 14 stakeholders, includes only one parent from LCHS. The committee has met once to analyze assessment data.
 - All schools are using the Missing Piece Diagnostic to identify areas for improvement related to stakeholder involvement.
- The Missing Piece Diagnostic at LCHS reveals an Apprentice rating for the following questions related to parent involvement:
 - "Teachers informally collect some student needs data and some parents are contacted to discuss those needs."
 - "School staff sometimes provides community organizations with information about academic expectations for parents who use their services."
 - "Parent-teacher conferences are held twice a year on school grounds and some teachers send invitations to parents."

- “Parents report that they are sometimes encouraged to take part in discussions about school improvement.”

Indicator	Opportunity for Improvement
3.9	Develop policies, support and monitor practices for the creation of a structure that ensures every student has a school employee that knows them well, takes an interest in their education, and serves as their adult advocate.
Rationale	

Stakeholder Survey Data

- Student and parent surveys do not indicate all students are supported by an adult advocate.
 - 45.15% of students agree or strongly agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”
 - 67.48% of parents agree or strongly agree with the statement, “My child has at least one adult advocate in the school.”

Stakeholder Interviews, Document and Artifact Review

- Interviews with school staff indicate that:
 - The Red Zone intervention period was implemented in November and is in its infancy stage.
 - The Red Zone currently meets once a week to address Tier 2 needs, but needs to occur more than once a week to increase its level of effectiveness.
 - The advisee program Patriot Time meets once a month. Interviewees indicated there is need to evaluate and improve this structure to develop more effective use of this time and long-lasting supports for students.
- School administrators indicate that due to counselors’ responsibilities with test administration, there is less time for them to meet with students.

Indicator	Opportunity for Improvement
3.12	Develop and implement a process by which system and school personnel systematically and continuously use data to identify and address unique learning needs of all students (such as learning styles, multiple intelligences, and personality type indicators) at all levels of proficiency.
Rationale	

Student Performance Data:

- According to 2012 and 2013 School Report Cards, the percentage of students making typical or higher growth in reading declined from 65.4 to 61.5. However, the percent of students making typical or higher growth in math increased significantly from 48.1 to 67.1. Growth data strongly suggests that the extent to which the school/district is ensuring the use of differentiated instructional practices, including identifying and addressing unique learning needs, may not be systematic across the school.

- Student performance data suggests that systems are not in place to guarantee learning support services to meet the unique learning needs of all students.
 - As illustrated in the tables below, non-duplicated gap students are performing below all students in all content areas for the percentage of students scoring at Proficient/Distinguished levels.
 - Non-duplicated gap students are also performing below the state average for the percentage of students scoring at Proficient/Distinguished levels in the areas of reading, science, and writing.

Non-duplicated Gap Performance: 2012/2013

	Novice	State Novice	Apprentice	State Apprentice	Proficient	State Proficient	Distinguished	State Distinguished
Reading	47.0	45.6	16.2	11.7	33.3	37.9	3.5	4.8
Math	31.2	31.5	39.4	42.2	25.9	22.3	3.5	3.9
Science	36.7	28.5	49.5	47.6	13.8	20.3	0.0	3.7
Social Studies	38.0	43.0	17.5	18.3	34.5	30.3	9.9	8.5
Writing	16.7	15.7	51.7	48.2	29.4	33.0	2.2	3.1
Language Mechanics	17.9	25.4	35.4	35.6	31.3	26.4	15.4	12.7

Accountability Achievement 2012/ 2013

	LCHS Novice	State Novice	LCHS Apprentice	State Apprentice	LCHS Proficient	State Proficient	LCHS Distinguished	State Distinguished
Reading	40.5	33.9	14.7	10.3	40.1	45.2	4.7	10.6
Math	23.0	24.8	39.1	39.2	32.2	27.6	5.7	8.4
Science	31.9	20.2	48.6	43.5	18.5	28.2	2.1	8.1
Social Studies	31.3	31.8	16.8	16.9	38.5	35.5	13.4	15.8
Writing 10 th	13.7	10.5	64.1	53.9	21.5	31.7	0.8	3.9
Writing 11 th	10.0	10.5	30.3	27.8	52.4	52.5	7.4	9.2
Lang. Mech. 10 th	13.9	17.8	34.3	30.8	32.1	29.2	19.6	22.2

Classroom Observation Data

- Classroom observations reveal that few students are engaged in differentiated tasks or provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs. About half of the students reported positive learning experiences or had equal access to materials and support.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 16% of classrooms.

- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident in 22% of classrooms.
- Instances in which students had equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 55% of classrooms.
- Instances in which students demonstrated or expressed that learning experiences were positive were evident/very evident in 51% of classrooms.
- Instances in which students demonstrated a positive attitude about the classroom and learning were evident/very evident in 45% of classrooms.

Stakeholder Survey Data

- Based on survey results, not all stakeholders agree that students' individual needs are met.
 - 62.41% of students agree or strongly agree with the statement, "My school provides learning services for me according to my needs."
 - 69.32% of parents agree or strongly agree with the statement, "All of my child's teachers provide an equitable curriculum that meets his/her learning needs."
 - 69.32% of parents agree or strongly agree with the statement, "My child has access to support services based on his/her identified needs."

Stakeholder Interviews, Document and Artifact Review

- School leaders noted that the math department has successfully implemented data notebooks to identify students' individual learning needs. The English/Language Arts department has been less effective in utilizing the notebooks. No other departments at the high school are using data notebooks.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	Standard Performance Level
The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	2.4

Indicator		Source of Evidence	Performance Level
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	3
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • KDE School Report Card • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	3
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder interviews • Review of documents and Artifacts 	3

Indicator		Source of Evidence	Performance Level
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • KDE School Report Card • Stakeholder Survey Data • Stakeholder interviews, • Review of documents and Artifacts 	2
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder Survey Data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder Survey Data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts • KDE District Report Card 	2
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Stakeholder Survey Data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator		Source of Evidence	Performance Level
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	<ul style="list-style-type: none"> Self-Assessment Executive Summary Stakeholder Survey Data Stakeholder interviews Review of documents and Artifacts 	2

Indicator	Opportunity for Improvement
4.4	Implement all strategic plans (budget, facilities, technology, district improvement plan etc.) with fidelity and ensure that built-in measures are used to monitor and evaluate successful implementation on a regular basis.
Rationale	

Stakeholder Survey Data

- Survey data does not suggest that stakeholders are highly satisfied with the manner in which resources have been allocated to support teaching and learning at the priority school.
 - 64.10% of students agree or strongly agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."
 - 68.89% of teachers agree or strongly agree with the statement, "Our school provides a plan for the requisition and support of technology to support student learning."
 - Only 58.75% of parents agree or strongly agree with the statement, "Our school provides an adequate supply of learning resources that are current and in good condition."
- According to 2013 TELL Kentucky survey data, Lincoln High School teachers indicated overall satisfaction with the facilities and resources in their school. However, teachers reported that technology at the school is not sufficient to support instruction.
 - 38% of teachers agree with the statement, "The reliability and speed of Internet connections in this school are sufficient to support instructional practices, meaning that 62% of teachers believe that the technology infrastructure is not sufficient to effectively meet instructional needs.
 - 60% of teachers report having sufficient access to instructional technology, including computers, printers, software, and internet access.
 - 86% of teachers had sufficient access to office equipment and supplies.
 - 95% of teachers indicated that the school environment was clean and well maintained.
 - 90% of teachers reported that they had adequate space to work productively.

Stakeholder Interviews:

- Documentation and interviews, as well as the superintendent's presentation on the first day of the Diagnostic Review, revealed that the district has developed planning documents for budget, facilities, technology, and the Comprehensive District Improvement Plan (CDIP). However, the extent to which documentation and interviews showed that the implementation of these plans is being monitored and evaluated is very limited.
- District leader interviews and Artifacts provided evidence that there are strong procedures for monitoring and evaluating effectiveness in the areas of transportation, building and grounds, and food services.

Indicator	Opportunity for Improvement
4.5	Establish and implement systematic processes that evaluate the effectiveness of information resources and support systems intended to ensure that all students and staff have access to an adequate collection of media and information resources.
Rationale	

Classroom Observation Data

- Classroom observation data suggests that the effective use of digital learning and informational resources rarely occurs.
 - The Digital Learning Environment was rated 1.5 on a 4 point scale, the lowest rating of all seven learning environments.
 - Instances in which students used digital tools/technology to gather, evaluate, and/or use information for learning were evident/very evident in 28% of classrooms.
 - Instances in which students used digital tools/technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 14% of classrooms.
 - Instances in which students used digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 12% of classrooms.

Stakeholder Interviews, Document and Artifact Review

- The district provides a team that is responsible for 1) facilitating instructional technology training, 2) ensuring an efficient infrastructure, and 3) maintaining technology equipment.
- Interviews, documentation, and review of Artifacts suggest that the extent to which media and information resources are available to students is limited.

Other Pertinent Information

- The district Self-Assessment rated indicator 4.5 at a level 2, and the team concurs with this rating.

Indicator	Opportunity for Improvement
4.6	Develop, implement, and monitor a district-wide process that will ensure all students have equitable access to modern technology tools; equip teachers with the technological skills necessary to meet teaching and learning needs.
Rationale	

Classroom Observation Data

- Classroom observation data strongly suggest that student use of instructional technology in classrooms is limited.
 - Instances in which students used digital tools/technology to gather, evaluate, and/or use information for learning were evident/very evident in 28% of classrooms.
 - Instances in which students used digital tools/technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 14% of classrooms.
 - Instances in which students used digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 12% of classrooms.

Stakeholder Survey Stakeholder Survey Data

- According to Lincoln County High School survey data, a significant number of students and teachers indicated that modern technology is not available to support high levels of learning.
 - 64.10% of students agree or strongly agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn."
 - 68.89% of teachers agree or strongly agree with the statement, "Our school provides a plan for the requisition and support of technology to support the school's operational needs."

Stakeholder Interviews, Document and Artifact Review

- The district has provided teachers with technology support for CIITS use and has funded an instructional technology coach. However, there is little evidence that the implementation of the district's technology plan has resulted in a modern, fully functional technology infrastructure with related services and equipment.

Indicator	Opportunity for Improvement
4.7/4.8	Enact policies and support as well as monitor practices that ensure the school and district 1) regularly and routinely assess the physical, social and emotional needs of all students, 2) implement programs and provide services to address those needs, 3) establish measures of program effectiveness that will enable meaningful evaluation and provide goals for continuous improvement.
Rationale	

Stakeholder Survey Data

- According to survey data, staff and students are highly satisfied with support services. However, parents indicate less satisfaction with support services for students.
 - 79.79% of students agree or strongly agree with the statement, “In my school, I have access to counseling, career planning, and other programs to help me in school.”
 - 91.11% of staff agree or strongly agree with the statement, “Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).”
 - 64.37% of parents agree or strongly agree with the statement, “Our school provides excellent support services (e.g., counseling, and/or career planning).”

Stakeholder Interviews, Document and Artifact Review

- Evidence indicates that the district is providing/coordinating programs and services to support the physical, social, emotional needs of students (i.e., Family Resource Center, health services, college and career readiness guidance, individual guidance counseling, special education, gifted and talented, etc.).
- While several programs are in place to address student needs, the extent to which the district regularly engages in a needs assessment process, determines valid measures of program effectiveness, or is engaged in continuous improvement planning processes regarding student support services is limited.
- Teams have been formed at each school consisting of school nurses, principals, YSC/FRC staff, counselors, attendance clerks, etc., to examine services that are being accessed by students who are at high risk based on data.
- The district and community have formed the King’s Mountain Advisory Council group to establish an after school program for elementary students in one geographic region of the district. Future plans for another community support group are also in place.

Other Pertinent Information

- The district Self-Assessment rated indicators 4.7 and 4.8 at a level 2, and the team concurs with these ratings.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

<i>Standard 5 – Using Results for Continuous Improvement</i>	Standard Performance Level
The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	2

Indicator		Source of Evidence	Performance Level
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator		Source of Evidence	Performance Level
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Card• AdvancED Stakeholder Survey data• ELEOT Classroom Observation data• Stakeholder interviews• Review of documents and Artifacts	2
5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">• Self-Assessment• Executive Summary• Previous KDE Leadership Assessment• KDE School Report Card• AdvancED Stakeholder Survey data• ELEOT Classroom Observation data• Stakeholder interviews• Review of documents and Artifacts	2

Indicator		Source of Evidence	Performance Level
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	<ul style="list-style-type: none"> • Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey data • ELEOT Classroom Observation data • Stakeholder interviews • Review of documents and Artifacts 	2

Indicator	Opportunity for Improvement
5.1	Evaluate the effectiveness of the assessment system to ensure consistent measurement across classrooms, courses, educational programs as well as system divisions. Develop and implement a collaborative process by which assessments are examined to ensure they are unbiased and reliable.
Rationale	

Student Performance Data

- As detailed elsewhere in this report, student performance data indicates mixed results in student achievement, which may suggest that the assessment system does not always provide information that is useful in guiding decision-making leading to improved instruction, student learning, and conditions that support student learning.
 - Reading scores at Proficient/Distinguished levels decreased 10.3% from 2012 to 2013.
 - Math scores at Proficient/Distinguished levels decreased 6.6% from 2012 to 2013.
 - Science scores at Proficient/Distinguished levels increased 1.6% from 2012 to 2013.
 - Social Studies scores at Proficient/Distinguished levels increased 3.9% from 2012 to 2013.
 - Combined 10th/11th grade writing scores at Proficient/Distinguished levels decreased 2.6% from 2012 to 2013.

Stakeholder Survey Data

- The staff is highly satisfied with practices and processes for the collection and analysis of data. Some survey results suggest that data may not be used to identify unique learning needs.
 - 95.46% of staff agree or strongly agree that the school uses multiple assessment measures to determine student learning and school performance.
 - 75% of staff agree or strongly agree with that the school employs consistent assessment measures across classrooms and courses.
 - 82.12% of students believe their school gives them multiple assessments to check their understanding of what was taught.
 - 74.23% of parents agree or strongly agree that their children are given multiple assessments to measure understanding of what was taught.
 - 65.95% of staff agree or strongly agree that staff uses student data to address the unique learning needs of all students.

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews, document and Artifact review revealed the district has the components of a comprehensive assessment in place. They are at the beginning stages of implementation.
- Stakeholder interviews showed that the system has established and is maintaining a clearly defined and comprehensive assessment system known as the Lincoln County Student Assessment System and the Lincoln County Assessment Protocol System, as detailed in document evidence.
- The district's Self-Assessment states that there is a developing systematic process for evaluating the reliability of data and tracking instructional improvements.
- Focus group input and survey data provided evidence that there is a comprehensive assessment system based on formative and summative assessment feedback that is shared at the school level by the administrative team. However, within that data there were questions concerning reliability, assessment bias, and assessment policies.
- Document review and interviews revealed that the system has established collection of non-instructional data in the form of student discipline data, attendance data, and discipline data as exhibited in the non-negotiable components of the comprehensive data monitoring system.

Indicator	Opportunity for Improvement
5.3	Design and implement a rigorous professional development program that regularly and systematically trains and assesses all professional and support staff in the evaluation, interpretation, and use data to inform decision-making at the classroom, school, and district level.
Rationale	

Classroom Observation Data

- The Progress Monitoring Learning Environment received a score of 2.1 on a 4 point scale, suggesting that the degree to which the school has established the systematic and routine collection and use of data to inform instructional decisions is limited.
 - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 26% of classrooms.
 - Instances in which students understood how their work was assessed were evident/very evident in 28% of classrooms.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 16% of classrooms.

Stakeholder Survey Data

- 63.64% of all staff agree or strongly agree that professional and support staff are trained in the evaluation, interpretation, and the use of data.

Stakeholder Interviews, Document and Artifact Review

- Document review indicates that support staff who work directly within the Special Education Department are included in trainings on the evaluation, interpretation, and use of data.
- Interviews and document/Artifact review revealed professional and some support staff have been trained in the interpretation and use of data, but the degree to which this training has been effective is not evident.
- Interviews revealed that although progress monitoring occurs in the math RtI program, the reading RTI lacks a protocol or mechanism to monitor progress of students. This area has been flagged as a growth opportunity by instructional leaders.
- Interviews indicated that a process exists for analysis of common assessments given in classrooms, but teachers are unsure of what their next steps should be when standards have not been mastered.
- Interviews showed that not all teachers keep individual data notebooks for each student to monitor the progress of student learning.
- Interviews and RTI Artifact review revealed that systems and protocols are in place to monitor student learning at the school and district level.

Indicator	Opportunity for Improvement
5.4	Develop policies and procedures to ensure system and school personnel systematically and consistently use results to design, implement, and evaluate the effectiveness of continuous improvement action plans related to student learning, including readiness for and success at the next level.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data indicates mixed levels of achievement which may suggest that the analysis of data is not always used to design action plans resulting in improved student learning.
 - Lincoln County High School's overall state accountability scores improved from 57.6 in 2012 to 61.7 in 2013. This increase resulted in Lincoln County's ranking among Kentucky districts changing from the 67th percentile to the 83rd percentile. The graduation rate and the number of students demonstrating college and career readiness also showed improvement.
 - From 2012 to 2013, the percentage of students performing at Novice and Apprentice levels declined in science, social studies, and language mechanics. Similarly, there was an increase in the number of students performing at Proficient and Distinguished levels in those same subjects. There was an increase in the number of students performing at Novice and Apprentice levels in reading, math and writing, while the percentage of students performing at Proficient and Distinguished levels declined in those same subjects.
 - Between 2012 and 2013, student performance improved on most K-PREP End-of-Course assessments. The most significant improvements were in writing and U.S. History. However, the number of students performing at Proficient and Distinguished levels on English End-of-Course assessments declined from 56.6 in 2012 to 46.6 in 2013.
 - Student growth data indicates a significant increase in the percentage of students who made typical or higher growth as compared to their academic peers in the area of math, with an increase from 48.1 in 2012 to 67.1 in 2013. There was a slight decrease (65.4 to 61.5) in the percentage of students who made typical or higher growth in reading as compared to their academic peers.

Stakeholder Survey Data

- Survey data reveals mixed perceptions among teachers, parents, and students regarding the degree to which teachers use data to make instructional decisions in order to prepare students for success at the next level.
 - 84.09% of staff strongly agree or agree that, "their school uses data to monitor student readiness and success at the next level."
 - 90.91% of staff strongly agree or agree that, "School leaders monitor data related to student achievement."
 - 68.82% of students strongly agree or agree that, "My school prepares me for success in the next school year."

- 66.67% of parents strongly agree or agree that, “My child is prepared for success in the next level.”

Stakeholder Interviews, Document and Artifact Review

- Stakeholder interviews, document and artifact review reveal that there are systems and protocols in place related to processes and procedures to guide data analysis. However, these are at the beginning stages of implementation and are in need of close monitoring and evaluation to ensure fidelity of implementation.
- Artifact review provided evidence of processes and protocols for analysis of student performance results and student learning.
- Artifact review and interviews revealed systems for formal review of data and adjustment of improvement plans quarterly.
- Artifact review and interviews showed the addition of calendar work days for staff to coordinate with the interim assessment (PAS) reports to allow professional staff time to analyze results for impact at the student level.
- Artifact review indicated mixed levels of implementation and improvement of student performance as a result of implementation of the above processes and protocols.

Indicator	Opportunity for Improvement
5.5	Develop and implement a district communication plan regarding student learning, school and system performance, as well as the achievement of district and school improvement goals that incorporates 1) a regular communication schedule, 2) multiple delivery methods, and 3) appropriate degrees of sophistication for all stakeholder groups.
Rationale	

Stakeholder Survey Data

- Survey results revealed a disconnect between how staff, students, and parents perceive the level of communication regarding school progress and individual student learning.
 - 95.45% of teachers and staff strongly agree or agree that, “Our school leaders monitor data related to school continuous improvement goals.”
 - 48.62% of students strongly agree or agree that, “My school shares information about school success with my family and community members.”
 - 66.03% of parents strongly agree or agree that, “Our school ensures that all staff monitor and report the achievement of school goals.”
 - 55.98% of parents strongly agree/agree that, “My child has administrators and teachers that monitor and inform me of his/her learning progress.”

Stakeholder Interviews, Document and Artifact Review

- Quarterly Reports from the Priority School are presented to the Lincoln County Board of Education.
- Documents, artifacts, and interviews do not reveal that the district has a comprehensive plan for communicating district and school performance, accomplishment of improvement goals, information about student learning, etc. to external stakeholders.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

- The Lincoln County Public Schools Diagnostic Review Team was composed of six educators representing the perspectives of school and district administrators, classroom teachers, and college/university professors.
- On the first day of the review, the superintendent provided a comprehensive presentation of the district's focused efforts related to recent academic and organizational improvements, 2012 Leadership Assessment deficiencies, and plans for next steps.
- The Lincoln County Schools' leadership team conducted a thorough, comprehensive, and authentic assessment process. The leadership team submitted the Self-Assessment, Executive Summary, and Comprehensive District Improvement Plan, as well as providing survey results. In addition, the district provided electronic access to well-organized and comprehensive supporting documentation well in advance of the review.
- Lincoln County High School administered the staff, student, and parent surveys, and results were used by the Diagnostic Review Team to inform findings related to indicator ratings.
- The superintendent and Diagnostic Review Team leaders worked collaboratively to develop the schedule for the on-site review.
- District leadership staff, school board members, community stakeholders, and high school administrators were open and candid during interviews.
- During off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the district. The evidence review was conducted prior to and during the on-site review. While on-site, the team performed stakeholder interviews, conducted ELEOT observations, and analyzed information gleaned from interviews, artifact review, and observations.
- The Lead Evaluators scheduled two opportunities for virtual meetings with team members to accommodate schedules. These meetings occurred on March 13 and 17, 2014. During the meetings, team members introduced themselves, gained clarification regarding individual standards assignments, engaged in preliminary discussion of the district's contextual information, began a preliminary examination of institution's Internal Review Report, and determined points of inquiry for the on-site review.

- Team members arrived in the district on Sunday, March 23, 2014 and concluded their work on Wednesday, March 26, 2014.
- The Lincoln County High School Diagnostic Review Team, with support from the Lincoln County District Review Team, completed observations in 100% of classrooms using the Effective Learning Environment Observation Tool (ELEOT). The high school team shared the classroom observation data, along with other relevant information collected at the school, with the district team. Using the evidence collected, the team engaged in deliberations to determine findings related to the degree to which the district met the AdvancED Standards and satisfied the requirements of the Leadership Assessment deficiencies.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School and District Administrators and Leaders	9
Board of Education Members	5
Teachers and Support Personnel	7
Parents and Community Members	9
Students	3
TOTAL	33

*includes Educational Recovery Staff

The Diagnostic Review team also conducted classroom observations in 60 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

Report on Standards:

A review of the evidence gathered by the team to determine ratings for standards and indicators, as well as the Opportunities for Improvement and Improvement Priorities revealed the following recurring themes:

High Expectations for Students and Staff

- In her overview presentation, the superintendent stated that the district has established a vision and mission statement with a focus on “Every student, Every classroom, Every day - Career and Citizenship Ready.” This vision evolved from the superintendent, but was developed by district and school leadership and stakeholders. Interviews and observations indicated that the extent to which the district has processes in place for continuous quality monitoring, particularly for instructional effectiveness, is limited.
- Classroom observations indicated that many students are not highly engaged in instruction. While some teachers are using instructional strategies that engage students, in other classrooms students sat passively.
- Classroom observations showed a lack of rigor. The degree to which students were engaged in rigorous coursework was evident in less than one-third of observed classrooms.
- Review of documents and artifacts revealed limited evidence that the district has developed shared values/beliefs about teaching and learning with all staff to promote a culture of high expectations for professional practice within the district and schools. The superintendent needs to ensure that

the purpose and direction of the district set high expectations for students and staff.

Monitoring for Quality and Effectiveness

- Interviews, presentations, and review of artifacts revealed that professional development is planned and occurs for staff. However, observations showed that the effectiveness of professional development programs in improving student achievement and teacher professional practice is limited. Processes and procedures that ensure the effectiveness of professional development in improving teacher practice are limited. The superintendent, as well as school and district leadership, needs to ensure that learning from professional development results in improved instructional effectiveness and higher levels of student engagement and performance.
- The district is implementing supervision, evaluation, and monitoring processes targeting the systematic use of highly effective professional practices across all areas of the system. However, supervision and evaluation processes are not resulting in improved instructional practice and consistent gains in student achievement. Classroom observation data reveals widely varying degrees of effective instructional practice, indicating the need for more focused and intentional processes that provide teachers with appropriate feedback and support in order to improve professional practice.

Comprehensive Communication to Internal and External Stakeholders

- In her overview, the superintendent stated that district leadership has consistently chosen a vision and then engaged in efforts to develop commitment and accountability for attainment of the vision and an understanding of the district's shared values and beliefs.
- There is limited evidence that the district has worked on the development of shared values and beliefs about teaching and learning that are common among all staff to further promote a culture of high expectations for professional practice within the district and schools.
- Interviews, artifacts, and survey data reveal that while some attention has been given to improving parent engagement and involvement in the school, these efforts have had limited impact. Use of the Missing Piece Diagnostic to identify possible ways to improve parent and community engagement is a good starting point for authentically building support that will eventually help increase student achievement.

Use of Technology and Digital Learning to Enhance Student Engagement and Academic Performance

- Classroom observations revealed the existence of technology, but the extent to which it is being used by students is very limited. The use of technology as an extension of teacher lecture with students passively taking notes from their desks was frequently observed. The use of digital tools/technology to conduct research, solve problems, and/or create original works for learning was evident in only 14% of classrooms. Similarly, instances in which students used digital tools/technology to communicate and work collaboratively for learning were evident in only 12% of classrooms.
- The Digital Learning Environment was the lowest-rated of all seven environments, earning a score of 1.5 on a 4 point scale.

- Classroom observations also revealed that laptops and projectors appeared to be the only technology resources being used as instructional resources with students.

Monitoring and Using Data to Modify Instruction

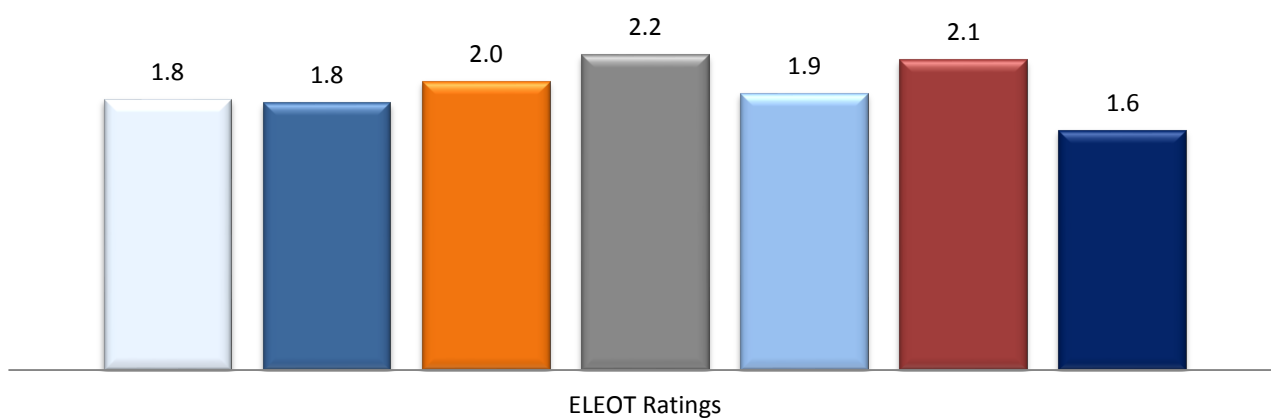
- Interviews and review of artifacts reveal that the district has implemented a systems approach and district employees have become more focused on the use of data. There is a need for the system's work to continue and to be expanded and monitored throughout the district.
- While there is some attention to the use of data in the district, observations indicate that teachers are not regularly using data to effectively modify instruction for students. The district does not have a consistent, well-developed data assessment and monitoring plan. The review and use of data to drive decisions and serve as the catalyst for continuous improvement is often best achieved when that data is consistently referenced and at the core of every discussion and decision. Performance and classroom observation data, as well as some survey data and interviews, suggest that the degree to which the district has established expectations and supports processes for the ongoing use of data by all professional and support staff to drive decision-making at the classroom, school, and system levels is very limited. The superintendent, as well as district and school leadership, needs to further shape a culture that embraces the use of data throughout the school year to adjust, modify, and improve practice to ensure the achievement of school and district objectives.

Report on Learning Environment:

- During the on-site review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.
 - Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.
 - Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.
 - The 60 classroom observations provided insights into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc.
 - The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.

Overall ELEOT Rating

- A. Equitable Learning ■ B. High Expectations ■ C. Supportive Learning
■ D. Active Learning ■ E. Progress Monitoring ■ F. Well-Managed Learning
■ G. Digital Learning



A. Equitable Learning Environment						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
A.1	1.7	Has differentiated learning opportunities and activities that meet her/his needs	49%	35%	12%	4%
A.2	2.6	Has equal access to classroom discussions, activities, resources, technology, and support	4%	41%	45%	10%
A.3	2.3	Knows that rules and consequences are fair, clear, and consistently applied	25%	35%	27%	12%
A.4	1.5	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	69%	20%	10%	2%
Overall rating on a 4 point scale:		2.0				

Equitable Learning Environment Analysis

- Students were seldom provided differentiated opportunities and activities to address individual needs. This indicator was rated at 1.7 on a 4 point scale. While there were instances of teachers using differentiated strategies, the majority of classrooms employed teacher-centered lecture and whole group instruction as the instructional delivery method, which did not make allowances for differentiation.
- The extent to which students have equal access to classroom discussions, activities, resources, technology, etc. is evident to some degree. This indicator was rated at 2.6 on a 4 point scale. Many, although not the majority, of students had the opportunity to ask questions and participate in discussions that occurred during direct instruction or during completion of worksheets.
- Observations revealed that students knew rules and consequences to a limited extent. This indicator was rated 2.3 on a 4 point scale, suggesting that procedures and expectations for behavior may not be well-established in the majority of classrooms.
- Opportunities for students to learn about their own and others' backgrounds/culture, including sharing their perspective on content were extremely rare. This indicator was rated 1.5 on a 4 point scale. In general, time for reflection, reaction, or small group discussion periods which would allow opportunities for student sharing and discussion was extremely infrequent.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	2.2	Knows and strives to meet high expectations established by the teacher	14%	55%	25%	6%
B.2	2.3	Is tasked with activities and learning that are challenging but attainable	20%	47%	20%	14%
B.3	1.9	Is provided exemplars of high quality work	45%	27%	20%	8%
B.4	2.2	Is engaged in rigorous coursework, discussions, and/or tasks	25%	47%	14%	14%
B.5	1.9	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	39%	31%	25%	4%
Overall rating on a 4 point scale:		2.1				

High Expectations Learning Environment Analysis

- In general, students were compliant to teacher requests and well-behaved. Teacher requests related to classroom procedures such as raising hands, taking notes, and so forth were generally obeyed. The extent to which students knew and were striving to meet high expectations established by the teacher does not reflect a high level of student compliance to teacher direction. This indicator was rated at 2.2 on a 4 point scale.
- There is limited evidence that students are regularly tasked with activities and learning that are challenging but attainable. This indicator was rated at 2.3 on a 4 point scale. Instances in which students were engaged in high-level activities such as organizing information to make meaning of content, locating and using classroom resources, problem-solving, presenting findings to the class, etc. were observed in only a few classrooms.
- The use of exemplars to communicate high expectations received a rating of 1.9 on a 4 point scale. Instances in which students used or talked about sample student work in order to complete an assignment were rarely observed.
- Instances in which students were engaged in rigorous coursework and discussion were also infrequent. This indicator was rated 2.2 on a 4 point scale. Similarly, students were rarely asked or responded to questions that required higher-order thinking. This indicator was rated at 1.9 on a 4 point scale. The majority of classroom instruction was focused on delivering factual information via whole group, teacher-centered direct instruction or lecture.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	2.5	Demonstrates or expresses that learning experiences are positive	12%	37%	45%	6%
C.2	2.3	Demonstrates positive attitude about the classroom and learning	22%	33%	35%	10%
C.3	2.3	Takes risks in learning (without fear of negative feedback)	27%	33%	24%	16%
C.4	2.4	Is provided support and assistance to understand content and accomplish tasks	14%	47%	25%	14%
C.5	1.9	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	29%	49%	20%	2%
Overall rating on a 4 point scale:		2.3				

Supportive Learning Environment Analysis

- Instances in which students “were provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs,” rated at 1.9 on a 4 point scale. Consistent reliance on teacher-centered whole group instruction disallows specific or individualized feedback for improvement.
- Evidence that students “demonstrate or express that learning experiences are positive” was rated at 2.5 on a 4 point scale and “demonstrate positive attitudes about the classroom and learning” was rated at a 2.3 on a 4-point scale. Observers noted the greater majority of students demonstrated polite, compliant behavior in response to teacher instruction.
- Instances in which students “take risks in learning (without fear of negative feedback)” rated a 2.3 on a 4 scale and were evident/very evident in 40% of classrooms. Closely correlated is the incidence that students were provided support and assistance to understand content and accomplish tasks occurred in 39% of classrooms.

D. Active Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
D.1	2.2	Has several opportunities to engage in discussions with teacher and other students	22%	41%	31%	6%
D.2	1.8	Makes connections from content to real-life experiences	45%	33%	14%	8%
D.3	2.3	Is actively engaged in the learning activities	18%	47%	24%	12%
Overall rating on a 4 point scale:		2.1				

Active Learning Environment Analysis

- The degree to which students experienced “several opportunities to engage in discussions with teacher and other students” was rated 2.2 on a 4 point scales and occurred in significantly fewer than half of classrooms at 37%. Closely correlated to this is that instances in which students “make connections from content to real-life experiences” was rated at 1.8 on a 4 point scale and occurred in a scant 22% of classrooms.

E. Progress Monitoring						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
E.1	1.9	Is asked and/or quizzed about individual progress/learning	35%	39%	24%	2%
E.2	2.1	Responds to teacher feedback to improve understanding	27%	43%	24%	6%
E.3	2.2	Demonstrates or verbalizes understanding of the lesson/content	22%	45%	27%	6%
E.4	1.9	Understands how her/his work is assessed	39%	33%	24%	4%
E.5	2.2	Has opportunities to revise/improve work based on feedback	31%	33%	24%	12%

Progress Monitoring Learning Environment Analysis

- Instances in which students were provided rubrics, answered questions about progress from the teacher, reviewed exemplars, and/or were given opportunities to revise work based on teacher feedback occurred on an infrequent basis. Specifically,
 - In 26% of classrooms it was evident/very evident that students were asked/quizzed about their individual progress/learning.
 - In 36% of classrooms it was evident/very evident that students had opportunities to revise/improve their work based on feedback.
 - In 28% of classrooms was it evident/very evident that students understood how their work was assessed.
- The use of formative assessment to inform and guide instructional practices was limited as evidenced by the following:
 - In 26% of classrooms was it evident/very evident that students were asked or quizzed about their progress.
 - In 30% of classrooms was it evident/very evident that students were responding to teacher feedback to improve their understanding.

F. Well-Managed Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	2.8	Speaks and interacts respectfully with teacher(s) and peers	10%	25%	43%	22%
F.2	2.3	Follows classroom rules and works well with others	24%	37%	25%	14%
F.3	2.4	Transitions smoothly and efficiently to activities	24%	27%	35%	14%
F.4	1.9	Collaborates with other students during student-centered activities	45%	29%	18%	8%
F.5	2.4	Knows classroom routines, behavioral expectations and consequences	20%	35%	29%	16%
Overall rating on a 4 point scale:		2.3				

Well-Managed Learning Environment Analysis

- Observations revealed a low rate of well-managed learning environments as evidenced by the following:
 - Instances in which students “speak and interact respectfully with teacher(s) and peers,” rated 2.8 on a 4 point scale and were evident/very evident in 65% of classrooms.
 - Instances in which students “follow classroom rules and work well with others” rated 2.3 on a 4 point scale and were evident/very evident in 39% of classrooms.
 - Instances in which students “know classroom routines, behavioral expectations and consequences,” rated 2.4 on a 4 point scale and were evident/highly evident in 45% of classrooms observed.
 - Instances in which students “transitioned smoothly and efficiently to activities,” rated 2.4 on a 4 point scale and occurred in 49% of classrooms observed.
- Highly significant is the degree to which students were not engaged in opportunities to “collaborate with other students during student-centered activities. Instance in which this occurred was rated as 1.9 on a 4 point scale and evident/very evident in 26% of classrooms.

G. Digital Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G.1	1.8	Uses digital tools/technology to gather, evaluate, and/or use information for learning	57%	16%	22%	6%
G.2	1.3	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	82%	4%	12%	2%
G.3	1.4	Uses digital tools/technology to communicate and work collaboratively for learning	78%	10%	8%	4%
Overall rating on a 4 point scale:			1.5			

Digital Learning Environment Analysis

- The Digital Learning Environment received the lowest rating of 1.5 on a 4-point scale.
- Observers noted extremely low instances in which teachers asked students to “use digital tools/technology to gather, evaluate, and/or use information for learning,” as indicated by a rating of 1.8 on a 4 point scale and occurred in 28% of classrooms. Closely correlated was the rating of 1.4 on a 4 point scale related to students using “digital tools/technology to communicate and work collaboratively for learning.” This was observed in only 12% of classrooms.
- If technology was observed being used in the classroom, it was primarily being used by the teacher.

Improvement Priorities

	Improvement Priority
1.3	Develop and implement strategies for building commitment to the shared vision and beliefs through which the district ensures that instructional practices across all schools include 1) active student engagement, 2) a focus on depth of understanding, and 3) the application of knowledge and skills. Ensure that schools' instructional programs provide challenging, equitable educational programs and learning experiences for all students.
	Rationale

Student Performance Data

- While some improvement has occurred, student performance data does not suggest that school leadership and staff have committed to a culture based on shared values and beliefs about teaching and learning.
 - Lincoln County High School's overall state accountability scores improved from 57.6 in 2012 to 61.7 in 2013. This increase resulted in Lincoln County's ranking among Kentucky districts changing from the 67th percentile to the 83rd percentile. The graduation rate and the number of students demonstrating college and career readiness also showed improvement.
 - In 2013, there was an increase in the number of students performing at Novice and Apprentice levels in reading, math, and writing, while the percentage of students performing at Proficient and Distinguished levels declined in those areas.
 - Lincoln County High School remains significantly below the state average for students scoring at Proficient and Distinguished levels in reading, science, and writing.
 - 2013 reading achievement data is of particular concern. Only 44.8% of students performed at Proficient and Distinguished levels, while 55.2% performed at Novice and Apprentice levels.
 - Between 2012 and 2013, student performance improved on some K-PREP End-of-Course assessments, but Lincoln County High School showed a significant decline in students performing at Proficient and Distinguished levels on English End-of-Course assessments (from 56.6 in 2012 to 46.6 in 2013). A slight decline in Proficient and Distinguished performance occurred in Algebra II (from 46.9 in 2012 to 45.6 in 2013).

Classroom Observation Data

- Classroom observation data reflects wide variation among classrooms regarding the use of highly effective instructional practices including differentiation, rigorous coursework, higher-order thinking, student engagement, and the integration of technology. Data does not suggest that the district has been effective in ensuring the systematic use of highly effective instructional practices across the district.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 16% of classrooms.
 - The degree to which students were engaged in rigorous coursework, discussions, and/or tasks was evident/very evident in 28% of classrooms.
 - Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in 29% of classrooms.
 - Uses of digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 14% of classrooms.

- Instances in which students were actively engaged in the learning activities were evident/very evident in 36% of classrooms.

Stakeholder Interviews, Document and Artifact Review

- In her overview, the superintendent stated that she and the district leadership have engaged in efforts to develop commitment and accountability for attainment of the district's vision and an understanding of the district's shared values and beliefs.
- Interviews indicated that the district has not yet developed a communication plan about educational programs/equitable learning experiences that could help move the district toward achievement of its goal to improve stakeholder perceptions of the effectiveness of district improvement efforts.
- There is limited evidence that the district has worked on the development of shared values and beliefs about teaching and learning that are common among all staff to further promote a culture of high expectations for professional practice across the district and schools.

Indicator	Improvement Priority
2.2/2.3	Develop and implement a process to evaluate the Board of Education's decisions and actions to ensure they are in accordance with defined roles and responsibilities, the Board's Code of Ethics, free of conflict of interest, and ensure leadership at all levels have the autonomy to meet goals for achievement and manage day-to-day operations effectively.
Rationale	

Stakeholder Survey Data

- Staff and parent survey results show inconsistencies in levels of agreement that the board operates responsibly, functions effectively, and provides leadership the autonomy to manage day-to-day operations.
 - 78.43% of staff agree or strongly agree with the statement, "Our school's governing body or school board complies with all policies, procedures, laws, and regulations."
 - 72.55% of staff agree or strongly agree with the statement, "Our school's governing body or school board maintains a distinction between its roles and responsibilities and those of school leadership."
 - 61.71% of parents agree or strongly agree with the statement, "Our school's governing body operates responsibly and functions effectively."
 - 58.29% of parents agree or strongly agree with the statement, "Our school's governing body does not interfere with the operation or leadership of our school."

Stakeholder Interviews, Document and Artifact Review

- The Board has taken meaningful steps toward gaining a substantive understanding of appropriate roles and responsibilities of governance.
 - Minutes of the February 2014 Board of Education meeting reveal the Board adopted a Code of Ethics using the Kentucky School Board's Association model. A signed copy is displayed in the entrance of the Board of Education building.

- Document review and interviews revealed Board of Education members participated in training provided by the Kentucky School Boards Association.
- Document review and interviews reveal professional learning related to board roles and responsibilities is scheduled for later dates, including a summer retreat.
- While document review and interviews reveal the Board has taken significant steps to understand and stay within their roles and responsibilities, there was no evidence to show that a process is in place for the Board to systematically evaluate its capacity to consistently act within its defined roles and responsibilities. Stakeholder interviews could not substantiate this process is in place.
- Stakeholder interviews further revealed inconsistencies in perception that board members stay within the appropriate parameters of their defined roles and responsibilities and do not interfere with the operation or leadership of the school.

Other Pertinent Information

- In the district's Diagnostic Report, indicators 2.2 and 2.3 were given a rating of 2. The team concurs with these ratings.

Indicator	Improvement Priority
2.4	Examine and evaluate the degree to which the district is successfully implementing strategies related to improving the conditions that support student learning. Use the results to develop and implement a robust monitoring process to ensure system and school leaders are accountable to actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth.
Rationale	

Student Performance Data

- As previously detailed in this report, 2012 and 2013 School Report Cards reveal mixed results, suggesting that the extent to which district and school leaders engage in continuous improvement efforts that hold all staff and students to high standards of performance are limited.

Classroom Observation Data

- Classroom observation data reveals that conditions which provide students with equitable learning experiences and support high standards of learning are inconsistent and limited.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 16% of classrooms.
 - Instances in which students had equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 55% of classrooms.
 - Instances in which students knew and were striving to meet high expectations established by the teacher were evident/very evident in 31% of classrooms.
 - Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 34% of classrooms.

- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 28% of classrooms.
- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in 29% of classrooms.
- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 22% of classrooms.
- Instances in which students collaborated with other students during student-centered activities were evident/very evident in 26% of classrooms.

Stakeholder Survey Data

- A review of stakeholder survey results reveals inconsistencies among staff, student, and parent perceptions related to a culture of high expectations, collaboration, and school climate.
 - 29.63% of students agree or strongly agree with the statement, “In my school, students treat adults with respect.”
 - 81.87% of students agree or strongly agree with the statement, “In my school, the principal and teachers have high expectation of me.”
 - 71.43% of parents agree or strongly agree with the statement, “Our school has high expectations for students in all classes.”
 - 86.28% of staff agree or strongly agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”
 - 88.23% of staff agree or strongly agree with the statement, “Our school’s leaders expect staff to hold all students to high academic standards.”
 - 88.24% of staff agree or strongly agree with the statement, “Our school’s leaders hold themselves accountable for student learning.”
 - 82.35% of staff agree or strongly agree with the statement, “Our school’s leaders hold all staff accountable for student learning.”

Other Pertinent Information:

- In the district’s Diagnostic Report, indicator 2.4 was given a rating of 2. The team concurs with this rating.

Indicator	Improvement Priority
3.3	Create, implement, and monitor processes throughout the system that ensure teachers plan and use instructional strategies that engage students in their learning resulting in achievement of expectations. These strategies should include 1) student collaboration and self-reflection, 2) the development of critical thinking skills, 3) use of individualized instructional strategies and interventions, 4) opportunities for students to apply knowledge and skills or integrate content with other disciplines, and 5) opportunities to use technologies as instructional tools and resources.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that instructional strategies designed to ensure achievement of learning expectations for all students are consistently implemented.
 - Lincoln County High School showed a significant decline in students performing at Proficient and Distinguished levels on English End-of-Course assessments (from 56.6 in 2012 to 46.6 in 2013). In addition, there was a slight decline in students performing at Proficient and Distinguished levels on Algebra II EOC assessments (from 46.9 in 2012 to 45.6 in 2013). There was a slight increase from 18.6 in 2012 to 20.2 on 2013 Biology EOC assessments, but this score is significantly lower than the 2013 state percentage of Proficient and Distinguished (36.3).
 - Student growth data indicate a slight decrease in the percentage of students who made typical or higher growth in reading as compared to their academic peers (from 65.4 to 61.5).
 - Mixed assessment results along with modest improvement gains in ACT and other state assessments such as End-of-Course may suggest deficiencies regarding academic rigor, curriculum alignment, consistent use of differentiated strategies, and pacing.

Classroom Observation Data

- Classroom observation data suggests that instructional practices are almost exclusively whole group, teacher-centered lecture with few instances of differentiation, student collaboration, problem-solving, use of technology, etc. Of particular concern is the Active Learning Environment, which was rated 2.1 on a 4 point scale.

Equitable Learning	2.0
High Expectations	2.1
Supportive Learning	2.3
Active Learning	2.1
Progress Monitoring	2.1
Well-Managed Learning	2.3
Digital Learning	1.5

*Using a 4 point scale

- Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 16% of classrooms.
- Instances in which students were tasked with activities and learning that was challenging but attainable were evident/very evident in 34% of classrooms.
- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 28% of classrooms.
- Instances in which students were asked and responded to questions that required higher-order thinking (e.g., applying, evaluating, synthesizing) were evident/very evident in 29% of classrooms.
- Instances in which students had several opportunities to engage in discussions with teachers and other students were evident/very evident in 37% of classrooms.
- Instances in which students were actively engaged in learning activities were evident/very evident in 36% of classrooms.
- Instances in which students collaborated with other students during student-centered activities were evident/very evident in 26% of classrooms.
- Instances in which students used digital tools or technology to gather, evaluate, and/or use information for learning were evident/very evident in 28% of classrooms.
- Instances in which students used digital tools or technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 14% of classrooms.
- Instances in which students used digital tools or technology to communicate and work collaboratively for learning were evident/very evident in 12% of classrooms.

Stakeholder Survey Data

- Survey data from staff, parents, and students does not indicate that the use of instructional strategies to ensure and personalize student learning and integrate technologies are consistently implemented in all classrooms.
 - 55.32% of staff agree or strongly agree with the statement, “All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students.”
 - 59.58% of staff agree or strongly agree with the statement, “All teachers in our school regularly use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills.”
 - 51.06% of staff agree or strongly agree with the statement, “All teachers in our school use a variety of technologies as instructional resources.”
 - 60.57% of students agree or strongly agree with the statement, “My school motivates me to learn new things.”
 - 30.74% of students agree or strongly agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
 - 60.73% of parents agree or strongly agree with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities.”
 - 42.33% of parents agree or strongly agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”
 - 53.99% of parents agree or strongly agree with the statement, “My child sees a relationship between what is being taught and his/her everyday life.”

Stakeholder Interviews, Document and Artifact Review

- Interviews with district leadership indicated the following:
 - The district does not have a common definition of student engagement.
 - The high school's main focus should be on transitioning from teacher-directed to student-directed instruction. In interviews, some leaders also supported this conclusion stating the need for partnerships between students and teachers as they collectively work together.
- Interviews with school leadership and staff indicated the following:
 - A classroom learning system is a critical next step to continue the cycle of improvement at LCHS.
 - The walkthrough process includes coaching of instructional strategies, but little follow-up to ensure feedback is implemented.
 - Although professional development has provided support with instructional strategies and improvements have been noticed, school leadership and staff acknowledge this is an area which needs continued refinement.
 - While there are some teacher leaders with capacity to lead efforts to address instructional needs, the majority of the staff needs to expand their knowledge and implementation of instructional strategies that require students to 1) apply knowledge and skills, 2) develop critical thinking skills, and 3) collaborate with other students.
 - Training has been conducted on using high yield strategies (e.g. summarizing, analyzing and, evaluating), but interviews indicated that teachers rarely provide opportunities for students to engage in challenging and rigorous work.
- There was little evidence to support that all high school staff have agreed on tenets of good instruction beyond writing skills being integrated in all content areas.
- While unit plans include essential questions, essential vocabulary, standards, learning targets, literacy standards, high-yield strategies, and assessments, there was little evidence included in walkthrough data that these instructional strategies actually occurred in classrooms.

Indicator	Improvement Priority
3.10	Develop and implement policies, processes, and procedures by which all teachers use common grading and reporting methods based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies should be formally and regularly reviewed for effectiveness.
Rationale	

Student Performance Data

- As detailed previously in this report, student performance data does not suggest that the school or district has established clearly understood and uniformly implemented grading and reporting policies and practices that ensure rigorous coursework, high academic expectations, and higher levels of student performance.

- A comparison of the percentage of students performing at Proficient and Distinguished levels (P/D) from 2012-2013 to 2011-2012:

	Reading % P/D	Math% P/D	Combined 10 th /11 th Writing% P/D
2011-2012	55.1	44.5	42.6
2012-2013	44.8	37.9	40.0
+/-	-10.3	-6.6	-2.6
Met Delivery Target	No	No	No

- Lincoln County High School showed a significant decline in students performing at Proficient and Distinguished levels on English End-of-Course assessments (from 56.6 in 2012 to 46.6 in 2013).
- Lincoln County High School remains significantly below the state average for the number of students scoring at Proficient and Distinguished levels in reading, science, and writing.

Classroom Observation Data

- Classroom observation data suggests that grading practices based on clearly defined criteria are not apparent in every classroom and that students are not always aware of how they are assessed or how they can improve their work.
 - Instances in which students were provided exemplars of high quality work were evident/very evident in 28% of classrooms.
 - Instances in which students were asked and/or quizzed about individual progress/learning were evident/very evident in 26% of classrooms.
 - Instances in which students understood how their work was assessed were evident/very evident in 28% of classrooms.
 - Instances in which students had opportunities to revise/improve work based on feedback were evident/very evident in 36% of classrooms.

Stakeholder Survey Data

- Staff, student, and parent surveys indicate varying perceptions regarding the effectiveness of current grading and reporting practices at Lincoln County High School.
 - 44.68% of staff agree or strongly agree with the statement, "All teachers in our school use consistent common grading and reporting policies across grade levels and courses based on clearly defined criteria."
 - 40.14% of students agree or strongly agree with the statement, "All of my teachers keep my family informed of my academic progress."
 - 73.95% of students agree or strongly agree with the statement, "All of my teachers fairly grade and evaluate my work."
 - 65.03% of parents agree or strongly agree with the statement, "All of my child's teachers report on my child's progress in easy to understand language."

- 46.63% of parents agree or strongly agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”

Stakeholder Interviews, Document and Artifact Review

- Interviews with district leadership indicated the following:
 - Strengthening grading practices to ensure greater consistency and alignment to district and school goals for higher levels of student achievement represent a significant opportunity for improvement in the district. Leadership acknowledges that a common secondary (6-12) grading scale exists, but there are not processes in place that ensure that grades reflect content knowledge and student achievement. District leadership has participated in some conversations about the need to examine grading policies and practices.
 - Although schools were asked to identify one or two strategies to implement from “15 Fixes for Broken Grades,” there has been no follow-up or monitoring of these strategies from the district.
 - There are plans for a committee to meet in April to discuss next steps and develop a common definition of what mastery looks like.
 - Homework has become a smaller percentage of grades and teachers are encouraged to avoid giving zeroes. There are no official policies in place with regard to homework or zeroes, however.
- Interviews with school leadership and staff indicated the following:
 - Grading policies and practices are one of the most significant areas for improvement.
 - The math department is piloting standard-based grading, but all departments have different practices and beliefs.
- The LCHS school handbook and district student handbook do not include grading policies.
- The district policy on grading fails to articulate specific guidelines.

Indicator	Improvement Priority
5.2	Develop procedures and a timeline to regularly evaluate the effectiveness of the Lincoln County Assessment Protocol System assessment system.
Rationale	

Student Performance Data

- As previously detailed in this report, student performance data indicates mixed results in student achievement, suggesting inconsistencies in the effectiveness of using data to make instructional decisions based on student needs.

Classroom Observation Data

- Classroom observation data indicates few differentiated learning opportunities based on students' needs.
 - Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 16% of classrooms.
 - Instances in which students were provided support and assistance to understand content and accomplish tasks were evident/very evident in 39% of classrooms.
 - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 22% of classrooms.

Stakeholder Survey Data

- There is a discrepancy between teachers' and students' perceptions as to whether or not teachers adjust instruction based on student needs.
 - 96.07% of staff agree or strongly agree that LCHS has a continuous improvement process based on data, goals, actions, and growth.
 - 57.45% of staff agree or strongly agree that all teachers at LCHS monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practices.
 - 62.41% of students agree or strongly agree that their school provides learning services for them according to their needs.
 - 69.66% of students agree or strongly agree that all teachers use a variety of teaching methods and learning activities to help students develop the skills they will need to succeed.
 - 30.74% of students agree/disagree that all of their teachers change their teaching to meet their learning needs.

Stakeholder Interviews, Document and Artifact Review

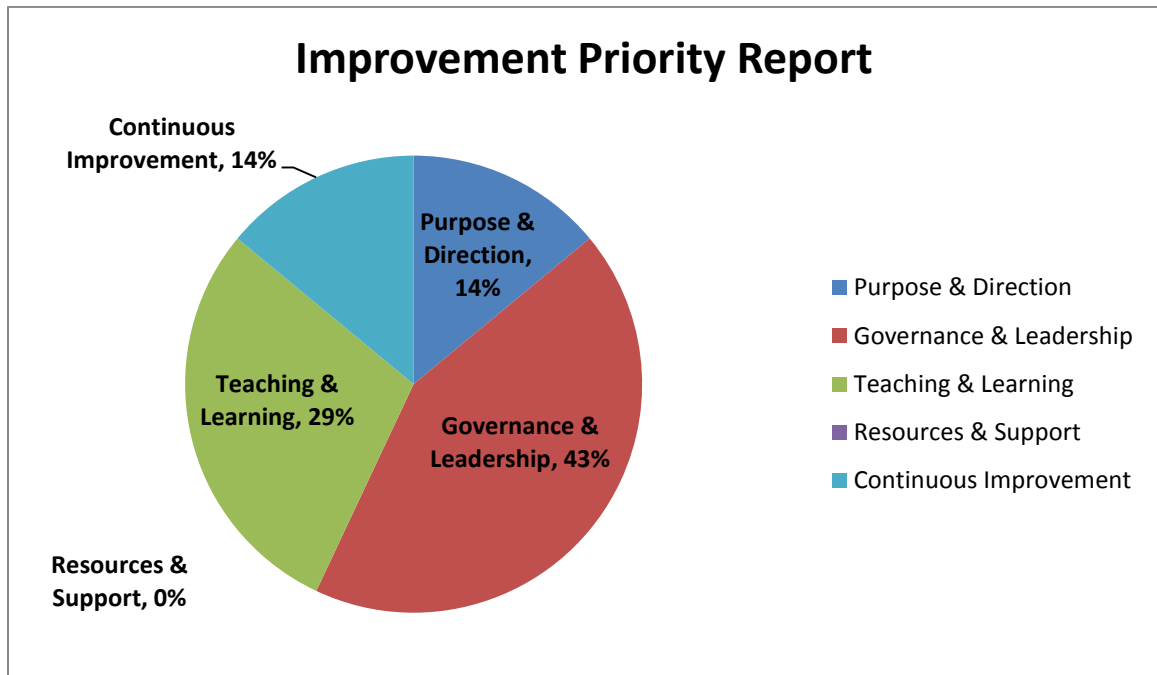
- Evidence reveals that professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, and organizational conditions that support learning. There is limited evidence of program evaluation.
- As detailed in document evidence, the system has established and is maintaining a clearly defined and comprehensive assessment system known as the Lincoln County Assessment Protocol System. The degree to which this system is being effectively implemented is not apparent.

Part III: Addenda

Indicator Assessment Report		
<i>Indicator</i>	<i>District Rating</i>	<i>Review Team Rating</i>
1.1	3	3
1.2	2	2
1.3	2	2
1.4	3	3
2.1	3	3
2.2	2	2
2.3	2	2
2.4	2	2
2.5	2	3
2.6	2	2
3.1	3	3
3.2	3	2
3.3	2	2
3.4	3	3
3.5	3	3
3.6	2	2
3.7	3	3
3.8	2	2
3.9	2	2
3.10	2	2
3.11	3	3
3.12	3	2
4.1	3	3
4.2	3	3
4.3	2	3
4.4	2	2
4.5	2	2
4.6	2	2
4.7	2	2
4.8	2	2
5.1	2	2
5.2	3	2
5.3	2	2
5.4	3	2
5.5	3	2

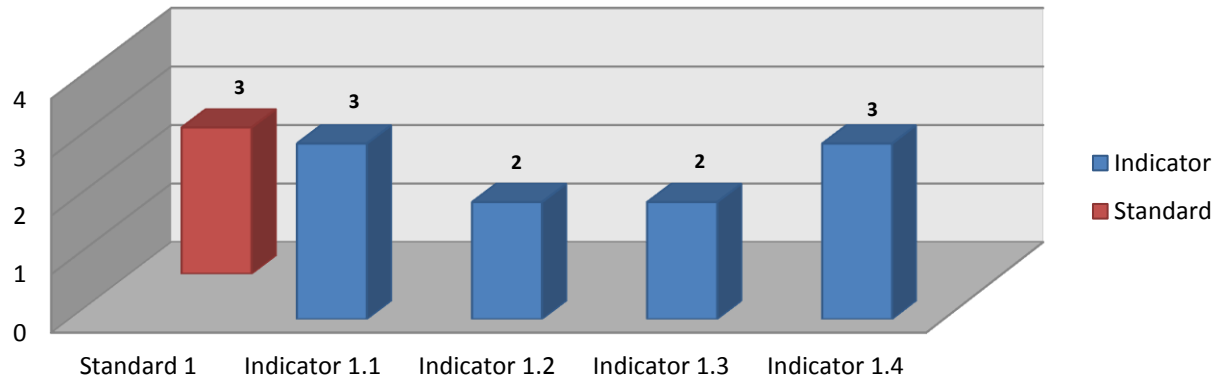
Diagnostic Review Visuals

Percentage of Standards identified as
Improvement Priorities

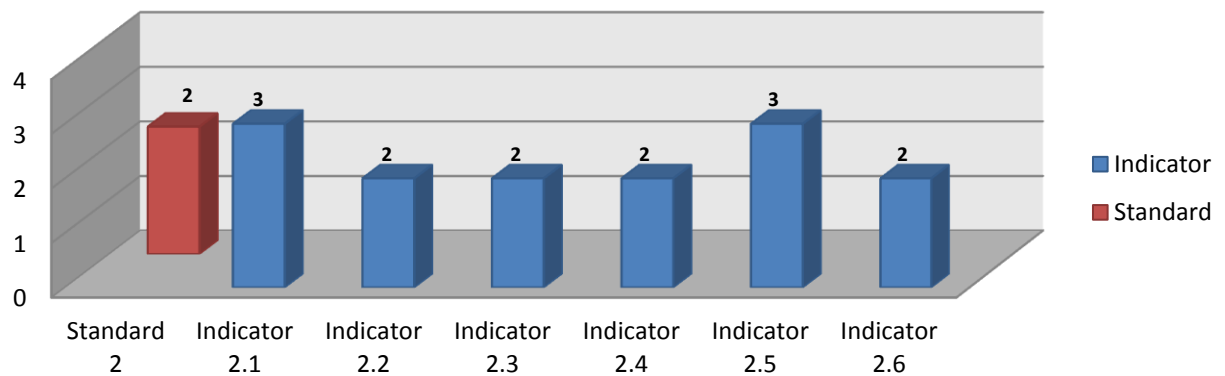


Average ratings for each
Standard and its Indicators

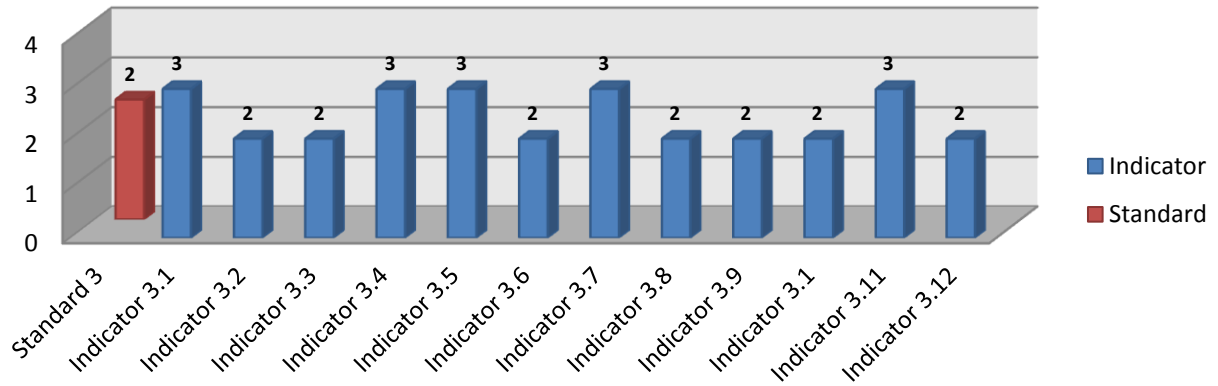
Standard 1: Purpose and Direction



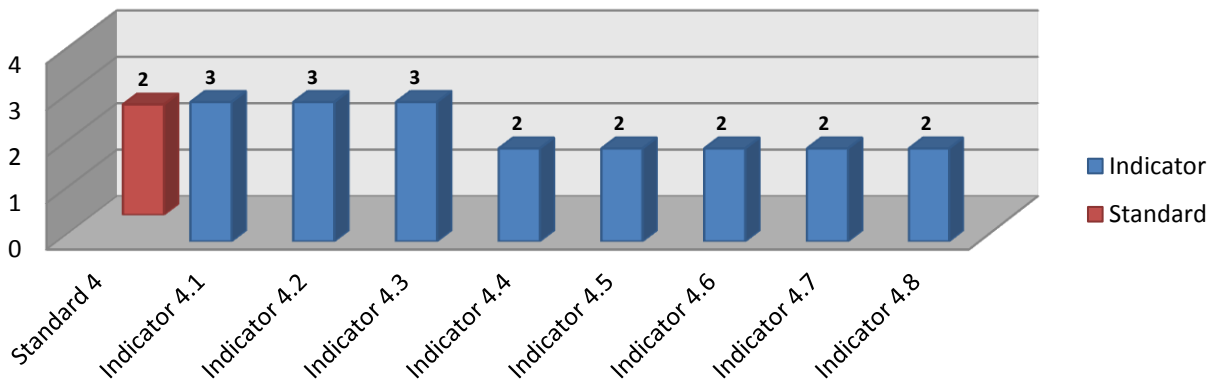
Standard 2: Governance and Leadership

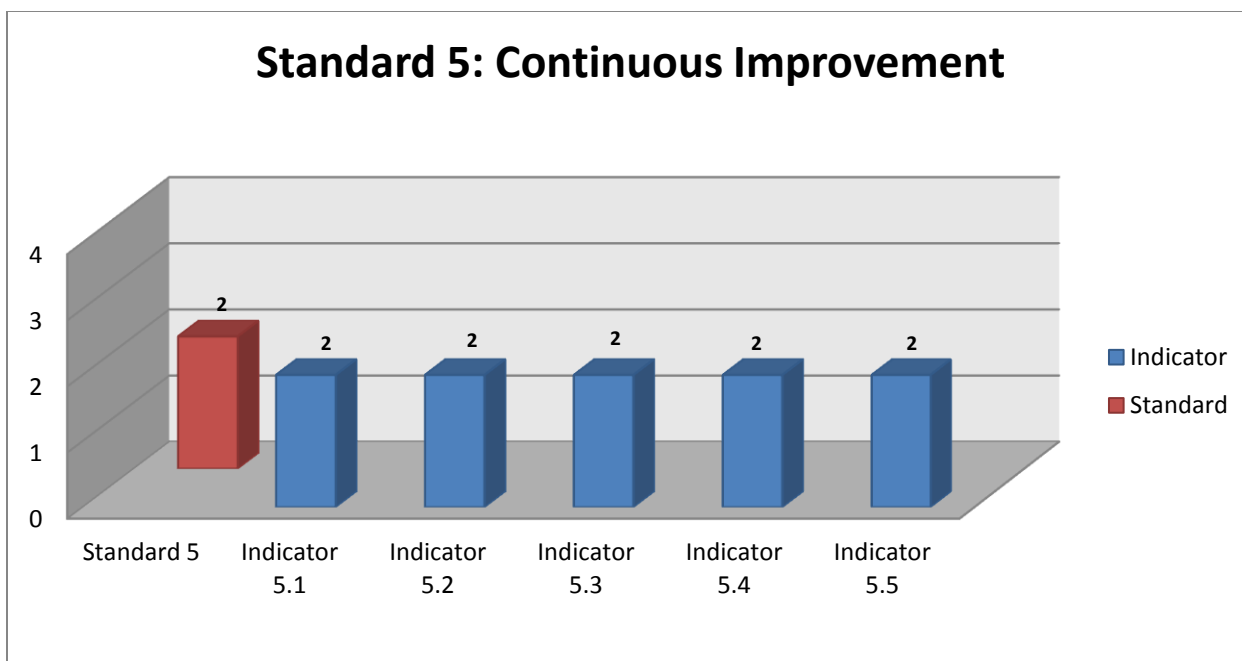


Standard 3: Teaching and Learning



Standard 4: Resources and Support





2014 Leadership Assessment/Diagnostic Review Addendum

The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Lincoln County School District.

Deficiency 1: The superintendent has not ensured that district leadership has implemented procedures to effectively monitor classroom instructional and assessment practices to ensure high student achievement.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

District Evidence:

- District superintendent reassigned roles and responsibilities within the central office to maximize strengths in order to impact teaching and learning.
- The Board of Education amended the district calendar to add instructional days as well as ensure that students at LCHS were able to complete Advanced Placement assessment within the allocated testing window.
- The superintendent led the district in the design of collaborative structures and processes. These include the following:
 - Expansion of the district content cadres to include all content areas for the purpose of curriculum development that facilitates vertical and horizontal collaboration for review and revision of curriculum documents, including maps, standards-based units of study and timelines, learning targets for each level, and daily “I Can” statements which are posted in classrooms.
 - Training and implementation support for professional learning communities (PLCs) in every school, including a protocol structure and support for curriculum, instruction, and assessment work. District and school leadership conducted a book study on DuFour’s and Marzano’s *Leaders of Learning* to further develop the skills and processes needed to have effective, fully functioning PLCs in every school.
 - District staff work days were strategically placed within the master calendar to allow for the intentional analysis of timely student data at the district and school levels.
 - District leadership established the **Data Analysis Working Group (DAWG)** team to develop protocols and systems around the analysis and response to student assessment data.
- District leadership established a curriculum monitoring process that includes communication of the expectations of student performance levels as outlined in the district and school improvement plans and monitored via quarterly reports.
- District, school, and teacher leaders facilitated the continual development and revision of common assessments and implementation of our formative interim assessment system (PAS).

- District and school leadership collaborated to design and implement an intentional walk through system and feedback loop that includes a common collection instrument to ensure systematic monitoring of curriculum, instruction, and assessment. The academic leadership team as well as school leaders participate in the district walkthrough process.
- District leadership participates in the walkthrough process developed for teacher growth at LCHS.
- District supervisors provided support for teachers and principals by serving on Intensive Assistance Teams.
- District and school leadership developed elementary milestone documents that outline the expectations for K-5 students in reading and math. These documents are used to communicate with parents about grade level expectations.
- District leadership facilitated compression planning and data analysis sessions to determine current and future needs and to develop professional development plans and monitoring tools.
- District leadership established a comprehensive and systematic roll-out plan that provides training and support for the **Professional Growth and Effectiveness System (PGES)**. Lincoln County High School is the official pilot school for the district, but all district schools are participating in a pilot process.
- The district instructional technology coordinator provided ongoing support for the implementation of the **Continuous Instructional Improvement Technology System (CIITS)**. Our initial district focus was on the implementation and support for classroom assessments and common assessments.
- District level administrators provided support and monitoring of SBDM development, as well as review and revision of council policies. District administrators are assigned to each SBDM council and attend meetings to provide guidance and support as needed.
- District leadership developed a process for providing support for the development and monitoring of master schedules to ensure all students have access to a common academic core as well as intervention and/or enrichment opportunities.
- District leadership developed and distributed master calendars for assessment, professional development, and professional meetings to all staff.
- District leadership collaborated with school leadership to develop and implement a comprehensive learning system to proactively address individual student learning needs (RTI or Response to Intervention: Tier 1 - Core Instruction for all students, Tier 2 - Supplemental/Targeted Interventions for identified students, and Tier 3 - Intensive Intervention for our most at-risk students.)
- District leadership established the Title I parent advisory council to provide meaningful input and participation in decision-making.

District leadership established the District Equity Committee to work on establishing culturally responsive educational practices throughout the system to ensure learning for every student.

District comments:

Since our designation as “persistently low achieving,” an intentional and consistent effort to embed the AdvancED Standard 3 best practices became a central focus. To optimize teaching and learning system-wide, the superintendent’s first step was to restructure the district office and reassign roles and responsibilities. This reorganization created seven vacancies, opening the opportunity to recruit and hire talented, skilled professionals. These jobs included the Chief Deputy of Quality Instruction, the Coordinator of Curriculum, Instruction, & Assessment, Systems Analyst, and four school psychologists.

To ensure high levels of achievement for every student, the superintendent led the design and refinement of collaborative structures and processes that support and monitor the systematic development, implementation, and revision of curriculum, instruction, and assessment. Examples include district cadres, PLCs, coordinated school health teams, and the implementation of a comprehensive learning system at every school to meet every student at his/her point of need (RTI).

Peer review processes for Comprehensive School Improvement Plans and program reviews develop a collaborative culture and provide timely feedback that is used to improve the strategies and activities that move us toward our collective goals.

The district has made a concerted effort to improve two-way communication with our stakeholders and to partner with them in our improvement efforts. Data is continually used to inform our next steps and the impact on student learning is at the heart of every decision. This is, and always will be a “work in progress” as we implement the continuous improvement process and continually reflect upon and revise our curriculum, instruction, and assessment processes.

Team evidence:

- District realigned and reorganized
- Content cadres
- PLC structure
- Monitoring processes that include quarterly reports
- District and school walkthroughs
- District supervisors serving on intensive assistance teams (Red Zone)
- DAWG team (data analysis working groups)
- Implementation of CIITS and district rep on state advisory board
- PPGES and TPGES
- Title 1 Parent Advisory Council
- Professional Development planned around 3 cycles of PAS assessment

Team comments:

- The Diagnostic Review Team generally concurs with the evidence and explanation provided by the district with regard to this deficiency.
- There are processes and systems in place; but they are in their infancy stage. In order to ensure sustainability, the district needs to monitor, evaluate, and adjust accordingly. The process and system has not yet resulted in high student achievement and consistent implementation of

classroom practices focused on high expectations, student engagement, critical thinking, and integration of technology.

Deficiency 2: The superintendent has not clearly defined the roles and responsibilities for the district leadership team and held district leadership accountable for fulfilling their professional responsibilities.

School/District	Team	
	X	This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- The superintendent consulted with appropriate KDE turnaround experts, as well as other third party professional entities, to solicit their expert advice and judgment in order to determine district strengths and opportunities for improvement within the structure of the district office and services.
- To improve the district's capacity to support turnaround efforts at the priority school, the superintendent recommended the Board of Education's central office restructure plan, which aligned the district design with the state's purpose and direction. Subsequently, the Board of Education approved the new configuration which created the "Chief Deputy" structure for the district office.
- The superintendent developed new job descriptions for central office administrators that align with the duties and responsibilities of the Chief Deputy and other new positions. This action provided clear direction and guidance for purposeful work.
- To understand the nature of systems work, the district leadership team attended intensive three day Baldrige Examiners training and participated on a review team that examined the systems and processes of other educational and business organizations.
- The superintendent participated in additional Baldrige Quality training, Shipley training, and Advanced Education trainings to learn standards for implementation of quality systems and processes within the educational setting.
- The superintendent implemented "Monday Morning Meetings" (district core leadership team meetings) for the purpose of communicating and maintaining a clear focus on the district's purpose and direction.
- To ensure individual accountability, each member of the district core leadership team developed linkage charts that graphically represent their role in the attainment of the district's purpose and direction.
- The district core leadership team participated in leadership development strategy with educational consultant Dr. Steve Edwards, which included a leadership assessment survey called

the *Educational Leadership Inventory*.

- District core leadership team members engaged in ongoing self-reflection using survey feedback and developed corresponding professional growth activities in collaboration with Dr. Steve Edwards and the superintendent.
- The superintendent implemented a local pilot project based on the Principal Professional Growth and Effectiveness System with the district level administrators. This included the development of measurable SMART goals on each district core team members' professional growth plans.
- To establish clear direction for the district, the superintendent and Board of Education reviewed and revised board policies and procedures that improved communication of support structures and practices for the systematic implementation of the continuous improvement process across the district and schools.
- The superintendent facilitated a compression planning process with district leadership in order to intentionally address the opportunities for improvement identified through the leadership assessment.
- The superintendent developed a timeline for monitoring improvement plan implementation and impact checks on a quarterly cycle.
- The superintendent held each district leader accountable for quality implementation of the strategies and activities of the district improvement plan.
- Each district leadership and board member participated in the Diagnostic Review Self Study process for the AdvancED standards. This activity led to an enhanced understanding of necessary professional practices and standards of quality school systems.
- All board members participated at regional and state KSBA sessions to build understanding of their roles and responsibilities as a Board of Education member.
- To hold themselves accountable for appropriate professional practices, board members adopted and signed a Board Code of Ethics.

To improve student outcomes, the Board of Education implemented a schedule of ten working meetings per year to provide dedicated time to the review and discussion of relevant topics and issues pertinent to the continuous improvement efforts of the district.

District comments:

Since the 2012 District Leadership Assessment report was delivered on March 7, 2012, the superintendent has taken intentional and consistent steps to align district structures and processes that ensure the leadership team developed high standards of individual and program practice.

The district team engaged in training and coaching sessions to support turnaround efforts and support student learning in all district schools. Additionally, the superintendent held each leader accountable

for improved results in student achievement. Focus was established and maintained through the newly developed purpose statement, *“Every Student, Every Classroom, Every Day—College/Career and Citizenship Ready,”* and leaders were routinely challenged with the question, “What are you doing today to move us toward this vision for our students?”

With assistance from professional entities outside of the district, the superintendent restructured the central office and created new jobs that aligned with the state’s organizational structure. The new structure linked the district mission and vision to the direction and purpose of the state’s mantra of “every student, proficient and prepared for success.” An outgrowth of the restructuring necessitated the demotion and reassignment of numerous central office personnel in order to move the district forward and put the right people in the right positions.

Since the restructuring, the superintendent has led the leadership team through the implementation of structures and processes that support a cycle of continuous improvement. These structures and processes established leadership accountability for the district’s goals and set the expectations for individual roles and responsibilities for team members.

Concurrent to the superintendent’s efforts to restructure and focus the central office leadership, the board leadership recognized the need to establish structures and processes that would align to and more clearly support the district’s purpose and direction. The board participated in training specific to their roles and responsibilities and consistently held conversations that reflected their commitment to support the progress of the district. Additionally, a Board Code of Ethics was adopted and signed by the board members. This assurance articulates clear expectations and provides decision-making guidance so that school and district level administrators have the necessary autonomy to accomplish the day-to-day work within our schools and the district.

The Board of Education also reviewed and revised key policies and procedures to set expectations and guide the direction and focus of the district leaders. These new procedures require routine reports of program progress to the school board.

Team evidence:

- Reorganization of central office
- Monday morning Meetings with Chief Deputies
- Modeled reorganization of Baldridge
- Linkage charts
- PPGES
- All principals trained in Teachscape
- SMART goals
- Outside consultant worked with district
- KSBA trainings for board members
- Compression planning
- Superintendent educated staff on systems approach

Team comments:

- The thoughtful, comprehensive, and KDE-aligned reorganization provides a clearly defined framework (system) that guides the work of the district leadership.
- The Baldridge training provides an understanding of continuous improvement systems.
- The linkage charts developed by district leadership core team members provide an accountability framework.

- The Diagnostic Review Team generally concurs with the evidence and explanation provided by the district with regard to this deficiency.

Deficiency 3: The board and superintendent do not have mission, vision and belief statements to guide district decisions.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- The superintendent was mentored by state turnaround leaders in the process of developing a personal vision, which subsequently led to the development of the district-wide vision statement, "Every student, Every Classroom, Every Day - College/Career and Citizenship Ready!"
- The superintendent and Board of Education members held working board meetings and community forums for the purpose of drafting a district mission statement. The work of these stakeholder participants led to the adoption of the district mission statement.
- A wide range of stakeholders participated in the development and ratification of the unified vision and mission statements which were adopted by the Board of Education in fall 2012.
- District leadership developed a communication plan which included printed materials as well as verbal promotion of the district vision and mission by the local radio station. This intentional strategy systematically integrated our purpose and direction throughout the organization and community and continuously articulated the high expectation for student learning.
- The superintendent and the board ensured that the mission and vision statements are clearly centered on students and improved student outcomes.
- To guide district decisions and develop stakeholder ownership of the vision and mission statements, the superintendent reiterated the district purpose in district level leadership work, with school level administrators, during leadership meetings at the district level, and at board meetings.
- The superintendent articulated the purpose and direction of the district with community stakeholders and parents with every spoken and written communication opportunity.
- All district level meeting agendas begin with the district's mission statement, which is frequently referenced in decision-making.
- The district leadership printed and posted banners of the vision statement in each school and throughout the district office.

- The superintendent monitored the review and revision of school mission and vision statements for alignment with state, district, school purpose, and direction.
- The superintendent developed a personal set of value statements about education of children and her work in that area.
- The superintendent shared her personal values and beliefs with the district leaders, which led to the development of a shared set of values and beliefs for the central office.
- District level administrators discussed the formerly developed “non-negotiable goal statements” and concurred that these statements represent structures and beliefs valued by educational professionals. District leadership made the decision to continue to embrace the non-negotiables as guiding statements and professional practices for the district and schools.

The superintendent monitored the school level review and revision of belief statements.

District comments:

Through valuable mentoring with state level leadership, the superintendent was able to guide the district in the process of developing a sense of purpose and direction. Through intentionally implemented strategies, district leadership and stakeholders developed ownership in unified vision and mission statements. The process of developing and sharing the vision established a clear sense of purpose and direction for the district as a whole. It was through the superintendent’s efforts and commitment to this critical first step that stakeholder ownership of the vision began to unify the district and focus the work on the singular goal of developing the structures and processes to ensure college/career and citizenship readiness for all Lincoln County students!

Team evidence:

- The superintendent developed her own personal vision and mission for the district and shared it with district leadership.
- The superintendent and the board members held working sessions and included community stakeholders to craft the vision and mission statement for the district.
- The environment is saturated with the vision and mission statements in order to keep decisions aligned with the vision and mission.

Team comments:

- The superintendent was intentional about the process.
- The commitment to the mission and vision is evident.
- The Diagnostic Review Team generally concurs with the evidence and explanation provided by the district with regard to this deficiency.

Deficiency 4: The board has not ensured that the superintendent and district leadership team implement procedures that fully comply with adopted board policies.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- The superintendent and Board of Education members reviewed and revised board policies and procedures to ensure alignment with the purpose and direction of the district (summer 2012 and summer 2013).
- The board implemented a new structure and process that provided a unified approach and common protocols for continuous improvement planning and reporting across all schools and the district.
- The board implemented a new approach to development of the board agenda that included program and school reports to the board for the purpose of monitoring the district's progress toward attainment of its goals.
- The superintendent designated a district team to participate in Baldrige training and certification. This training developed a framework for the development and implementation of systems and protocols compliant with board policies and procedures at all levels of the organization.
- The board took an active role in reviewing district and school achievement data to inform next steps and ensure that decisions were connected to identified needs.
- The superintendent ensured that district leaders were assigned to the roles of SBDM liaison at each school and meetings were regularly attended.
- The district SBDM contact provided best practice guidance to schools each month.
- The district SBDM contact provided for external review of all council policies and by-laws during the 2012-13 school year.
- To ensure alignment with district purpose and direction, the board reviewed and ratified recommended SBDM council policy revisions.
- The Board of Education systematically reviewed monthly SBDM minutes for focus and purpose aligned to the district.
- The Board of Education implemented procedures for prioritizing and allocating funds and

resources, including discretionary funds and resources.

- In an effort to stabilize the district budget and avoid a projected 1.5 million dollar deficit, the board made difficult budget decisions during the development of the fiscal year 2014 budget. This process included multiple stakeholder and consultation feedback loops.
- The superintendent ensured that district leadership planned for and fully implemented state requirements under the new Professional Growth and Effectiveness System. This expectation resulted in a roll out plan that kept the district administrators up-to-date and a step ahead in the implementation of the TPGES and the PPGES.
- To address an identified need for improvement, the superintendent recommended policy and procedure changes related to staff attendance that were adopted by the Board of Education and implemented in the current school year.
- The superintendent ensured that the district's improvement plan addressed areas of program evaluation and reporting of results to stakeholders.
- The board adopted specific improvement targets in the form of measurable goals and objectives that guide district and school administrators in their improvement efforts.

District comments:

In response to this deficiency, and to ensure alignment with and support of best practices, the superintendent and the board completed a systematic review and revision of policies and procedures. The goal of this work was to move the district in the direction of our purpose and board-approved goals and objectives for improvement.

The board team established a schedule of working board meetings to provide a venue for discussion of improvement efforts and issues that might arise out of this work. The board reviewed policies and procedures for improvement planning and adopted a new format and structure for their review of district and school improvement efforts. The board also added several new items to their routine agenda including program reports, recognitions and celebrations, and the monitoring of SBDM council work. The board takes an active role in reviewing district achievement data on a routine basis.

During the 2012-13 school year, the board implemented several new pieces of the superintendent's evaluation process that includes discussion of TELL survey results, district delivery targets on academic indexes, and monitoring of the district's budget and financial reports.

The board holds the superintendent accountable for improving the conditions that support student learning in all schools and programs and for ensuring that district staff fully implements the policies and procedures of the board.

Team evidence:

- Policies and procedures were reviewed, revised, and aligned with the district's purpose and direction.
- New board meeting format agenda that included program and school reports

- The board reviews school and district achievement data in order to make informed decisions.
- The board reviews council policy revisions.
- The budget process has been completely realigned and involved stakeholders in this process.
- The public has been informed of district delivery targets.

Team comments:

- The district has made substantial progress in aligning the board goals and objectives, resulting in improved student achievement.
- The Diagnostic Review Team generally concurs with the evidence and explanation provided by the district with regard to this deficiency.

Deficiency 5: The board has not always operated as a body to make sound financial decisions that support leadership and promote activities that do not impede the continuous improvement of the district and schools.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- The Board of Education requested that the superintendent review the district's Leadership Assessment report findings that described the board's operational deficiencies and actions that could have impeded the continuous improvement of the district and schools.
- The board established monthly working board meetings to discuss operational issues that need to be addressed.
- Board members participated individually and collectively in formal training to address ethical issues that impact board members effectiveness, as well as training to clarify board members' roles and responsibilities.
- Board members adopted a Code of Ethics at the January 2014 meeting and each signed the Code during the February 2014 working board meeting.
- The board has taken corrective action in the following deficiency areas:
 - Collaboratively developed and adopted district vision and mission statements that included stakeholder input
 - Established procedures and timelines for the systematic review of school improvement plans and their progress toward the goals and objectives of the district
 - Established procedures to allow the board to take an active role in reviewing student performance data and using the data when making decisions
 - Established strategic delivery targets, measurable goals, and short term objectives for the district improvement plan
 - Addressed budget short falls and allocation processes to ensure funds are used to

effectively support student learning

- Implemented the formal needs assessment process to prioritize school and district needs
- Established a bus purchase rotation plan
- Addressed the priority need of instructional materials by systematically allocating discretionary funds for purchases of textbooks in Language Arts and mathematics
- Addressed the need for improved technology infrastructures through the allocation of discretionary funds
- Provided support for Advance Kentucky and other initiatives at the priority school through the allocation of discretionary funds and/or reallocation of other district funds
- Established processes for monitoring budgets at the program and school levels to ensure funds are used to effectively support student learning
- Implemented the superintendent evaluation process and regular communication to establish accountability for improvement of student learning
- Provided board agenda time for the recognition and celebration of accomplishments by students, staff, and stakeholders
- Monitored SBDM alignment with district purpose and direction and to ensure an intentional focus on academic performance
- Addressed school needs through allocation of discretionary funds to meet unique staffing needs at the school level
- Reviewed school master schedules to ensure the protection of instructional time and equal access to the common curriculum by all students
- Adjusted the school calendar to add and protect instructional time and ensure equal access to the common academic core
- Established a process for monitoring the monthly safety inspection report required in board policy
- Established a process for monitoring current safety drill records from all schools
- Ensured the revision and adoption of the district's Emergency Response plan
- Implemented a stakeholder survey to gain input on decisions such as school calendar adjustments
- Adjusted the evaluation timeline to support the effective implementation of the district personnel evaluation process in the current year with extensive snow days missed
- Established improvement plan strategy to formalize monitoring of district programs for effectiveness and to ensure a primary focus on measurable student achievement outcomes
- Established process to ensure that the implementation of school-related trips is connected to classroom instruction.

District comments:

The Board of Education requested that the superintendent review the district's Leadership Assessment Report findings to determine those that encompassed and described the board's operational deficiencies, as well as the board actions that could have impeded the continuous improvement of the district and schools. The findings of this systematic analysis resulted in a concerted effort by board members to improve the operational functionality of the board.

The Board of Education members attend professional development and meet the state's recommended curriculum for developing understanding and knowledge to serve as effective board members. The board fully intends to make decisions that support the progress of the district's schools and programs

for the purpose of improving conditions across the district that support positive outcomes for all students.

Team evidence:

- The superintendent and board have increased their board meetings to two times per month.
- The board members participated in board training related to finance and Baldrige systems trainings.
- The board members held a working retreat session with the superintendent.
- They implemented the formal needs assessment process to prioritize district needs.
- The board members reorganized the budgeting system to ensure that funds are used to effectively support student learning.

Team comments:

- The board members have made a concentrated and concerted effort to operate as a unified body to make sound financial decisions focused on student achievement.
- The board members took ownership in addressing the deficiencies from the previous leadership assessment.
- The Diagnostic Review Team generally concurs with the evidence and explanation provided by the district with regard to this deficiency.

Deficiency 6: The superintendent, district leadership and school community have not fostered a culture of high expectations.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X		This deficiency has been addressed satisfactorily.
	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

District evidence:

- The superintendent, district leadership, and school community collaboratively developed and adopted a vision and mission statement clearly focused on the attainment of positive outcomes for all students.
- The superintendent and district leadership have consistently shared the vision and engaged in efforts to develop commitment and accountability for its attainment.
- In order to foster high expectations for student outcomes across the district and community, multiple communication modes were used to share the vision and mission with all stakeholder groups, including systematic and frequently written publication and verbal broadcasting of the vision and mission statements.
- The superintendent consistently and purposely communicates the district's purpose and direction to all leadership as demonstrated by meeting agendas and minutes.

- The board adopted revised policies, procedures, and handbooks that communicate high expectations for employee performance, student behavior, and achievement.
- The superintendent and district leadership have provided intentional and targeted supports for the priority school, focus school, and low-achieving elementary schools in an effort to improve student learning and foster a culture of high expectations and accountability.
- The superintendent and district leadership ensured that every school has a system of personalized learning that includes individualized student tracking and provisions for interventions via a formalized RTI process.
- The district has moved from performing at the 30th percentile on state accountability measures and being identified as a priority district to performing at the 71st percentile on 2013 accountability results, and being identified as a Proficient district.

District comments:

This past year, the Lincoln County School District achieved the board goal of becoming a Proficient school district. However, since every school was not Proficient, the superintendent recommended the more ambitious target of becoming “A District of Proficient Schools,” a goal which clearly embodies our vision of “EVERY Student, EVERY Classroom, EVERY Day.” The board adopted this as a key improvement goal for the 2014 Comprehensive District Improvement Plan. This more rigorous expectation of student success and positive achievement outcomes requires commitment to the continuous improvement process.

Since receiving the leadership audit results, each school aligned their improvement plan goals and objectives to ensure congruency with the district plan. District leadership established and implemented a systematic peer review process to provide oversight and quality feedback to each principal. It is our belief in and commitment to the cycle of continuous improvement and the constant review of the results of our efforts that has transformed our vision and changed the nature of our conversations. Expectations across all systems and schools have increased, as demonstrated by our mission statement, “To empower *every student* with the knowledge, skills and attributes necessary to become *college/career and citizenship ready* by providing high quality education and enriching opportunities in *every classroom, every day.*”

Team evidence:

- The district has provided focused and intentional support at the priority school.
- District leadership participates in the Red Zone intervention program.
- The district has required schools to provide updates of progress on school improvement action plans at board meetings.
- The district has established and committed to a mission and vision statement focused on student achievement.
- The district conducts district walkthroughs at the high school quarterly.
- The superintendent has expressed that the district wants to become a system of Proficient schools.
- ELEOT observations consistently revealed a gap in the consistent implementation of instructional practices.

<ul style="list-style-type: none"> District Improvement plan
<p>Team comments:</p> <ul style="list-style-type: none"> There is a continuous improvement mindset in the district. Classroom observations show inconsistent implementation of expected instructional outcomes. The district and the school have taken important first steps. The district is open to feedback and uses this to formulate actionable next steps.

Diagnostic Review District Schedule

Lincoln County Schools

SUNDAY, March 23, 2014

Time	Event	Where	Who
3:00 p.m.	Check-in	Hotel	Diagnostic Review Team Members
4:00 p.m. - 5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, March 24, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members
8:00 – 9:30 a.m.	<p>Standards Presentation - Questions/topics to be addressed:</p> <p>1. Vision, i.e., where has the district come from, where the district now, and where is the district trying to go from here.</p> <p><u>This presentation should specifically address the findings from the Leadership Assessment/Diagnostic Review Report completed two years ago for priority school as well as the school system. It highlight the impact of school improvement initiatives begun as a result of the previous Leadership Assessment/Diagnostic Review, and it should provide details and point to documentation indicating how the school has improved student achievement as well as conditions that support learning in the last two years.</u></p> <p>2. Overview of the District Self-Assessment - review and explanation of ratings, strengths and opportunities for improvement.</p>	District office conference room	Diagnostic Review Team Members

	<p>3. How did the school system ensure that the Internal Review process was carried out with integrity at the school and system levels?</p> <p>4. What has the system done to evaluate, support, and monitor improvement at the priority school in the last two years?</p> <p>5. What has been the result of school/system efforts at the school? What evidence can the school district present to indicate that learning conditions and student achievement have improved?</p>														
9:30 – 9:45	Break	District office	Diagnostic Review Team Members												
9:45 – 10:45 a.m.	Superintendent interview	District office conference room	Diagnostic Review Team Members												
10:45 – 11:45	<p>Individual interviews with district office staff</p> <table><tr><td>1. Chief Deputy of Quality Management</td></tr><tr><td>2. Chief Deputy of Quality Instruction and Learning</td></tr><tr><td>3. Chief Deputy of Quality Supports</td></tr><tr><td>4. District Assessment Coordinator</td></tr><tr><td>5. Community Ed/Family Involvement/Volunteer Coordinator</td></tr><tr><td>6. Director of Special Education</td></tr></table>	1. Chief Deputy of Quality Management	2. Chief Deputy of Quality Instruction and Learning	3. Chief Deputy of Quality Supports	4. District Assessment Coordinator	5. Community Ed/Family Involvement/Volunteer Coordinator	6. Director of Special Education	<p>District office</p> <p>All Interviews conducted at the district office</p>	<p>Diagnostic Review Team Members (divided)</p> <table><tr><td>1.</td></tr><tr><td>2.</td></tr><tr><td>3.</td></tr><tr><td>4.</td></tr><tr><td>5.</td></tr><tr><td>6.</td></tr></table>	1.	2.	3.	4.	5.	6.
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11:45 a.m.-12:30 p.m.	Lunch & Team Debriefing	TBD	Diagnostic Review Team Members												
12:30 – 1:15 p.m.	<p>Individual interviews school board members</p> <table><tr><td>1. Board Chair</td></tr><tr><td>2. Board Member</td></tr><tr><td>3. Board Member</td></tr><tr><td>4. Vice-Chairman of Board</td></tr><tr><td>5. Board Member</td></tr></table>	1. Board Chair	2. Board Member	3. Board Member	4. Vice-Chairman of Board	5. Board Member	District office	<p>Diagnostic Review Team Members</p> <table><tr><td>1.</td></tr><tr><td>2.</td></tr><tr><td>3.</td></tr><tr><td>4.</td></tr><tr><td>5.</td></tr></table>	1.	2.	3.	4.	5.		
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1:30—2:15 p.m.	<p>Interview Community Members</p> <table><tr><td>1. County Attorney and Parent</td></tr><tr><td>2. r—LCHS parent on Advisory Council</td></tr><tr><td>3. Business and Parent,</td></tr><tr><td>4. Business and Parent</td></tr><tr><td>5. Community and Parent;</td></tr><tr><td>6. Community and Business</td></tr><tr><td>7. Chamber of Commerce, Fort Logan Hospital</td></tr><tr><td>8. First National Bank and Chairman of Coordinated School Health Coalition</td></tr></table>	1. County Attorney and Parent	2. r—LCHS parent on Advisory Council	3. Business and Parent,	4. Business and Parent	5. Community and Parent;	6. Community and Business	7. Chamber of Commerce, Fort Logan Hospital	8. First National Bank and Chairman of Coordinated School Health Coalition		Diagnostic Review Team Members				
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8. First National Bank and Chairman of Coordinated School Health Coalition															
2:15 – 3:00 p.m.	<p>Interview district staff</p> <table><tr><td>1. Director of School Finance</td></tr><tr><td>2. Director of Pupil Personnel</td></tr><tr><td>School Health Coordinator</td></tr><tr><td>3. Lead Technician</td></tr><tr><td>4. Instructional Technology Coordinator</td></tr></table>	1. Director of School Finance	2. Director of Pupil Personnel	School Health Coordinator	3. Lead Technician	4. Instructional Technology Coordinator	District office	<p>Diagnostic Review Team Members (divided if necessary)</p> <table><tr><td>1.</td></tr><tr><td>2.</td></tr><tr><td>3.</td></tr><tr><td>4.</td></tr><tr><td>5.</td></tr></table>	1.	2.	3.	4.	5.		
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3:00 p.m.	Team returns to hotel		Diagnostic Review Team Members
5:00 – 6:00 p.m.	Work Session	TBD	Diagnostic Review Team Members
6:00—7:00 p.m.	Dinner		
7:00 – 9:00 p.m.	Evening Work Session #2 <ul style="list-style-type: none"> Meet with high school internal review team at 7:30 p.m. Review findings from Monday Team members working in pairs re-examine ratings and report back to full team Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific) Prepare for Day 2 	Hotel conference room	Diagnostic Review Team Members
	Consider allowing time for the school and district teams to share information from Day 1. <ul style="list-style-type: none"> Possibly allow school and district standards teams to share information with each other and discuss preliminary indicator ratings as well as Opportunities for Improvement, Powerful Practices, Improvement Priorities If possible, allow time to review preliminary ELEOT data 		

Tuesday, March 25, 2014

Time	Event	Where	Who														
	Breakfast	Hotel	Diagnostic Review Team Members														
8:00 a.m.	Team arrives at district office	District office	Diagnostic Review Team Members														
8:00 – 8:45 a.m.	Continue district office staff interviews and Educational Recovery team member interviews <table><tr><td>Education Consultant</td></tr><tr><td>1. Early Childhood Director</td></tr><tr><td>Building and Grounds Coordinator</td></tr><tr><td>2. District Technology Coordinator</td></tr><tr><td>3. Instructional Technology Assistant</td></tr><tr><td>Educational Recovery Leader</td></tr><tr><td>4. Educational Recovery Specialists</td></tr></table>	Education Consultant	1. Early Childhood Director	Building and Grounds Coordinator	2. District Technology Coordinator	3. Instructional Technology Assistant	Educational Recovery Leader	4. Educational Recovery Specialists	District office	Diagnostic Review Team Members <table><tr><td>1.</td></tr><tr><td>2.</td></tr><tr><td>3.</td></tr><tr><td>4.</td></tr><tr><td>5.</td></tr><tr><td>6.</td></tr><tr><td>7.</td></tr></table>	1.	2.	3.	4.	5.	6.	7.
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9:15—10:15 a.m.	Meet with principal at LCHS	High School	Diagnostic Review Team Members														
11:45 a.m.-12:30 p.m.	Lunch & team debriefing	TBD	Diagnostic Review Team Members														
12:30 -3:00 p.m.	Continue review of Artifacts and documentation/Clarifications from central office staff as needed	District office	Diagnostic Review Team Members														
3:00 p.m.	Team departs for hotel		Diagnostic Review Team Members														
5:00 – 6:00 p.m.	Work Session	TBD	Diagnostic Review Team Members														
6:00—7:00 p.m.	Dinner																
7:00 – 9:30 p.m.	Evening Work Session #3 <ul style="list-style-type: none">Review findings from Tuesday	Hotel Conference Room	Diagnostic Review Team Members														

	<ul style="list-style-type: none"> Obtain ELEOT ratings from the school team Team deliberations to determine standards and indicators ratings Reach consensus for Powerful Practices, Opportunities for Improvement, Improvement Priorities and the supporting evidence for these findings <p>Allow time for team members to identify and discuss:</p> <ul style="list-style-type: none"> Recurring themes, i.e., collaboration, commitment to continuous improvement, student engagement, etc. Themes that emerged from an analysis of the ELEOT data, i.e., differentiation, variety of instructional approaches, use of technology, existence of high expectations, etc. 		
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Wednesday, March 26, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for district office	Hotel	Diagnostic Review Team Members
8:00 – 11:30 a.m.	Team Work Session <ul style="list-style-type: none"> Complete any remaining interviews Complete the examination of any documents/Artifacts not reviewed previously Team members are asked to examine all Opportunities for Improvement, Improvement Priorities, Powerful Practices for accuracy and completeness. Review final ratings for standards and indicators Review and revise/edit supporting rationale for ratings 	District office conference room	Diagnostic Review Team Members
8:15 a.m.	Kentucky Department of Education Leadership Meeting	District office conference room	Diagnostic Review Team Members and KDE Representative
11:30 a.m.-2:00 p.m.	Working Lunch <ul style="list-style-type: none"> Review and revise standards workbooks Submit workbooks to Lead Evaluator 	District office conference room	Diagnostic Review Team Members
TBD	Exit Report with the superintendent The Exit Report will be a brief meeting for the Lead Evaluators to express their appreciation for hosting the on-site review to the superintendent. All substantive information regarding the Diagnostic Review will be delivered to the superintendent and system leaders in a separate meeting to be scheduled later by KDE.	District office conference room	Diagnostic Review Team Members

	<u>The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.</u>		
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About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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District Diagnostic Review Summary Report

Lincoln County

School District

3/24/2014 – 3/26/2014

The members of the Lincoln County District Diagnostic Review Team are grateful to the district leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

District Authority:

District leadership does have the ability to manage the intervention of Lincoln County High School.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____ Date: _____

I have received the diagnostic review report for Lincoln County School District and the internal review report for Lincoln County High School.

Superintendent, Lincoln County

_____ Date: _____